

REFUTATION OF BIASED EVALUATIONS DONE ON OUR SONS



(Photo From January 20th 2011 Visit: Both Boys Had Old Ugly Clothing)

FULL REPORT WITH FACTS, EVIDENCE, AND RESEARCH

Note:

This report was finished on April 11th 2011 after working on it for several months (almost immediately after receiving the evaluations in late October 2010). The reasons why it took so long to complete are because

- 1) Other reports had to be written in defense of our sons and of our civil rights,**
- 2) Our car suddenly broke down on November 2nd 2010, and we were until March 28th 2011 with no car.**

This, and the harsh winter which was experienced here in Rhode Island made at times working on this report difficult, as we had to go to the public library to do other tasks related to this report, especially when our laptop ceased to function twice: first for a period of two weeks in December 2010, and then for a period of one week in February 2011.

Since most of this report was written before February to April 2011 (a considerable part of it before 2011), we want to clarify that Wencito as of January 6th 2011 is six years old, Galileo turned four years old on April 2nd 2011 (nine days before finishing this report), and we now have a car. However we felt that it was best to leave outdated circumstances (such as the car situation) within the report to show for how long we have been writing it. Also after we protested, and went in person to Family Court, and sent reports protesting the lack of due process, we were given a trial for May 2011 (we still do not know the date) which we think will likewise be phoney.

Almost all circumstances described in the report sadly persist for us, nevertheless.

Why We Chose To Publish These Papers:

We have been threatened by a small notice on the evaluation papers which states that it is "against the law" for us to reveal the results of these rigged evaluations. This statement is ludicrous coming from those who have violated so many laws and who continue to do so, ever confident of their ability to continue to thwart justice. These evaluations themselves are the product of law violations committed by those who are now trying to intimidate us with this statement, since we (as parents of the evaluatees) never consented to these evaluations being done on our sons, and while the evaluations were being done we were not notified of it (though we did hear a brief mentioning of the intention to do these evaluations at one of the trials, of which our consent was never requested).

Furthermore, the evaluation results were the long awaited apex to nearly two years of conditioning and trauma wrought upon our unfortunate sons, which would have never occurred were it not for other violations of the law which took place.

We are decent, G-D fearing people, who believe in the heart of the law rather than the perceived letter of the law.

Our principles (as well as common sense) tells us that laws are made for the genuine benefit of society as a whole by safeguarding the rights of the individual, such was the idea behind the formation of the U.S. Constitution.

The worst threat to civil order is when illegality tries to masquerade as legality in order to impede victimized individuals from exercising their rights within the authentic framework of the law.

Laws dictated by corrupt motives are as useful to their proclaimed purpose, as a vehicle with no wheels is useful for transportation.

Laws must be based on firm moral principles, and when laws violate moral principles (especially Biblical ones) one should not yield compliance to them. Such is the concept of Civil Disobedience which when based on Biblical moral grounds is firmly supported by the Bible as is shown in Acts 5:29 when Cephas (Peter) and the other apostles said "We must obey G-D rather than men."

In other words, if a so-called law or order signifies violating Biblical doctrine one must violate the immoral law in order to obey G-D. If any law impedes one from defending the oppressed against injustice, as G-D Commands one to do in the following Biblical passages, then that law should not be obeyed:

Proverbs 31:8-9 "Open thy mouth for the dumb in the cause of all such as are appointed to destruction. Open thy mouth, judge righteously, and plead the cause of the poor and needy."

Isaiah 56:1 "Thus saith the LORD, Keep ye judgment, and do justice: for my salvation is near to come, and my righteousness to be revealed."

Psalm 82:3-4 "Defend the poor and fatherless: do justice to the afflicted and needy.

Deliver the poor and needy: rid them out of the hand of the wicked."

Isaiah 1:17 "Learn to do well; seek judgment, relieve the oppressed, judge the fatherless, plead for the widow."

Proverbs 28:5 "Evil men do not understand justice, But those who seek the LORD understand all things."

Jeremiah 22:3 "Thus said the LORD; Execute ye justice and righteousness, and deliver him that is robbed out of the hand of the oppressor: and do no wrong, do no violence, to the sojourner, the fatherless, nor the widow; neither shed innocent blood in this place."

Leviticus 19: 15 "“You shall do no injustice in court. You shall not be partial to the poor or defer to the great, but in righteousness shall you judge your neighbor."

Proverbs 21:3 " To do justice and judgment is more acceptable to the LORD than sacrifice."

This concept which is so firmly supported by Scripture, has been a very important part of the American conscience throughout much of American history, until in our modern era the notion that total compliance (even in the face of immoral decrees) is akin to patriotism and civil virtue, started to be indoctrinated among a populace which no longer places much value on Biblical laws, nor is very knowledgeable on Constitutional Law.

Considering that the true greatness of any country stems from the moral aptitude and efficient reliability of their laws, to do true justice, and thus uphold the rights of the citizens within its realm against the potential onslaught of tyranny, it can be said in all truth, that there is no greater show of patriotism than challenging that which has the perilous potential of sinking one's country into tyranny when used as a precedent to further propagate itself on a grander scale to the future detriment of all.

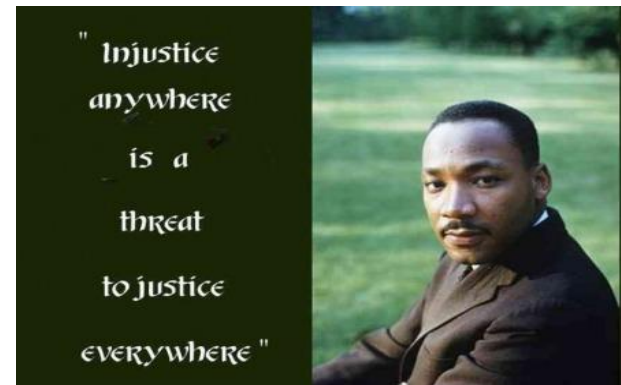
Make no mistake about it, no man is an island, however strongly they might think that that illusion is so. What victimizes others can in the long run jeopardize us, for as Martin Luther King Jr. said, "Injustice anywhere is a threat to justice everywhere."

This is due to the nature of precedents, how they have a tendency to repeat themselves

with ever more frequency when previous implementations have been successful.

Because of the almost inevitable repetitions inspired by precedents, immoral actions enforced among others must be resisted and challenged.

Such moral and philosophic convictions have echoed throughout the pages of American history, and in part fueled the American Revolution, the Abolitionist movement, as well as the Civil Rights movement.



The American philosopher Henry David Thoreau was not a religious man (a shame), yet he instinctively understood one of the core principles necessary for remaining true to Biblical principles.

He wrote in his 1849 essay titled "Civil Disobedience" that if the law requires "you to be the agent of injustice to another, then I say, break the law."

Civil Disobedience should not be twisted and maligned in order to make it comparable with delinquent behavior. For the delinquent violates the law out of a lack of regard for morality in order to jeopardize others, whereas the activist who engages in

Civil Disobedience does so in order to combat legitimized immorality in the quest to uphold morality for the benefit and protection of others. True civil virtue is the individual application of firm moral convictions towards the general betterment of society.

That explained, we state that it is extremely difficult to refute these untrue evaluation results without revealing the results themselves. Since we must refute these evaluations, which we know in all truth to be erroneous, and which are also the product of several civil rights violations achieved through the camouflaged violation of Constitutional Law, we will not heed the intimidating statement displayed on the evaluation papers, in order to

protect our innocent sons from the very real dangers that such labels represent for the lifelong development and proper exercise of their potential as individuals of great worth. Though as parents we naturally hold a special esteem for our sons, we feel that by combating this grave injustice we are not only helping our poor innocent, and victimized boys, but also all the children who have been falsely labeled, and who can in the future be falsely labeled to their lifelong detriment.

Moral character is never strengthened, much less upheld, by assuming the unreflective attitude of a yes- man. We will likewise not assume such an attitude when our children's genuine well being is at stake, and when there have been intense efforts to hinder our ability to effectively protect them.

These evaluations results are the mirror of a tragedy which others have maliciously engineered for our vulnerable sons, so we would feel further enraged if this psychologist who did the evaluations on our conditioned sons were to believe that her destructive fallacies are her copyright, as on each page can be viewed her name and phone number. That, we confess, would be too much to bear, to see the false labels which have victimized our sons are considered the "intellectual" and/or professional property of someone who is merely a partaker in a grave injustice.

Refutation of biased evaluation:

Whether the truthful information being presented here is pleasantly received by others is irrelevant, as long as that information truly pertains to the earnest defense of our now victimized children. Those who commit injustices seldom are pleased to see the somber fabric of those very injustices exposed, for their unjust actions can only continue to thrive as long as they operate undetected, or as long as all opposition to those actions is silenced (or at least intimidated).

Since justice promotes the well being of the general populace it does not require the force of oppressive measures to exercise, though it does require the force of conviction and moral principles. Shady dealings, secret decisions, and a lack of fair and equal due process, are tyrannical elements which are promptly anathematized by the open policy nature of just dealings. Secrecy always accompanies illegality as darkness accompanies the night, for exposure would render illegality impotent, and its perpetrators to the rigors of accountability. Hence, since to commit illegal acts in the light of day would condemn those very acts to failure and those who commit them to punishment, it should not be at all surprising that the more profound an illegality, the more secret it is.

Bear these truths in mind when reading of the lack of due process in our case, and how everything (from the removal of our boys to their deportation, to what continues to happen to them on a daily basis, to the information in their medical records now) has been done in secret, and how all their actions towards us have been tainted by deceit and a blatant attempt at manipulating our concerns and sorrow to promote our own detriment. Nevertheless, we boldly refute all the lies which have led to our children's illegal

abduction, and which are now being said about our sons.

We, Wenceslao Gonzalez Jr. and Cibeles Jolivette Gonzalez, parents of Wenceslao Adonis Gonzalez III (01/6/05) and Galileo Basilio Gonzalez (04/02/07) are writing this report on behalf of our sons, who are too young to defend themselves, and who have been victimized by those who view our boys as merely a way to advance their own agendas, whether it be personal or professional.

This report is written with the earnest intention of promoting truth by defending our sons from the biased yet influential opinions of highly partial individuals who are using their professional status as the sole verification of their erroneous statements. Statements which are guided more by ulterior agendas than by what the actual reality is.

Many elements have combined themselves inextricably over an intentionally prolonged period of time to create what would have never existed on its own. These elements of themselves have their origins in a state independent from our sons' true selves but have nevertheless managed to exert influence over our sons' lives to the point of forcibly camouflaging how they really are when those elements are not present.

The evaluations which we will be refuting in this report were proposed to the judge in our hearing during the June 25th 2010 trial. In a letter which we wrote on June 29th 2010 we said the following:

"Even the upcoming evaluation of our boys which was proposed on the June 25th trial session cannot promise accurate and impartial results due to the continuing existence of the factors previously mentioned. We have extremely limited contact with our sons, and even more limited ability to influence them or even to educate them. The level of Parent Alienation that has been suffered, as well as the extremely long period of time for which

this lunacy has dragged on, along with the environment in which they have passed that period of time, can only lead to evaluation results which are the product of artificially created situations that normally would not have existed."

Influence is a paradoxical force, for it is the most sought out yet most underestimated force operating within society. This is due to the frequent lack of analysis with regard to the factors that are its origin, as well as the goals that fuel its continuing exertion. Part of force's power (especially when it is of a negative nature) lies in the ability to operate undetected.

In the excerpt above from our June 29th letter we stated how our present influence over our sons is extremely limited. Influence is key to our lamentable situation, because not only has it been used unduly to rob us of our rights, it is also at the very core of the conditioning process which has so jeopardized our boys' potential. Influence cannot thrive amidst contradiction, so any alternate influence which establishes the contrary to an aspiring source of influence must be eliminated. If we, as the parents of Wencito and Galileo used our influence to promote education and godly values in our sons, it is understandable (though not appreciated by us) that our influence must be eliminated so that another influence that promotes contrary goals can be dominant.

If the goal of our main accuser is for our sons to be passed off as boys with poor intelligence in order to condemn them to the limitations that so inevitably accompanies those false yet widespread perceptions, then of course our influence must be severely hindered so that we will not be able to counteract any negative outcome brought about by her. Influence upon a child can be like a double edged sword,

and as a result beneficial outcomes are totally dependent on the motives of the person who is doing the influencing. An adult who loves a child will be sure to use their influence over that child in a way that will prove advantageous to their fate by stimulating positive traits in the child that will help to lead them to happiness and success.

However, if a person does not love a child (and indeed even resents him) it is hard to imagine how they can possibly strive to use any influence which they exert over that child in a way that will be for his benefit.

We protested the decision to place an Educational Advocate against our will in a January 21st 2010 letter that we wrote, and on May 5th 2010 we wrote another letter requesting weekly study sessions with our sons in order to teach them.

Both of us have extensive experience tutoring children, yet we were denied this simple request. No rational explanation for the denial was given, apart from an ambiguous and illogical description of the bureaucratic processes that function with the use of an illegally appointed Educational Advocate (to whom we never gave consent) and various educational plans, that despite their overflowing rhetoric are lacking in the most basic common sense, and which after a year and a half have not even taught our three -year -old to count, nor have they halted our eldest son's environmentally induced regression.

Since action speaks louder than words, and words are only meant to reflect proactive understanding, it can be said with enough certainty that all these plans have about as much practical validity as blank sheets of paper.

We were also told that we had to submit ourselves to an "evaluation" to teach our own kids! The official reasons will vary according to progressing shades of absurdity,

but the truth, though carefully unmentioned, is obvious to those with a true understanding of this situation: To limit any positive influence that we may have over our children so that the desired negative traits can be conditioned into them more effectively without any rivaling force.

There are several unusual circumstances leading up to these evaluations. Foremost of course is the fact that the our main accuser has our children, and is discreetly involved in the evaluation and treatment plan proceedings. Her intentions are highly unique, and only serve to heighten the bizarre nature of this whole situation, because not many adults have such intentions towards a small child. Then of course, there are the highly doctored circumstances surrounding the test environment and performance. The evaluation was suggested in court on June 25th 2010, yet the first session was not commenced until August 5th 2010 (ironically the birthday of our main accuser's younger sister who is also involved in this), a full two months after we had requested study sessions with our sons.

What caused this delay? The psychologist had already been chosen for some time. Both boys started their evaluations together on August 5th and then assisted on different days.

The Evaluation dates for Wencito were on August 5th and 26th, and September 15th and 30th. The evaluation dates for Galileo were on August 5th and September 1st.

There are many things indeed that must be gravely considered when analyzing this whole situation and the setting in which these evaluations took place.

Why did this evaluations take place a year after our sons were placed in DCYF custody?

Why was it performed over a month after being suggested in the June 25th trial?

Why did the boys commence on the same day only to attend on different days, and why are the evaluation dates so far apart?

Even if there is a valid reason for the lengthy gaps between evaluation sessions, is it not more likely that our main accuser(who was aware of the sessions) would use that period of time to condition our boys still more in order for them to exhibit the desired behaviors? There would have been plenty of time for this to occur, as with Wencito there was a three week gap between the first two sessions and a two week gap between the last two sessions, and with Galileo there was a gap nearly a month long.

Our children were tested with the Stanford-Binet Intelligence Scale Fourth Edition which was revised in 1986 by Robert Thorndike, Elizabeth Hagen, and Jerome Sattler.

There is also a Fifth Edition Test which came out in the spring of 2003, however, this test was not used with the boys. According to the research that we have done, we know that the administration of this test can take anywhere from 45 to 90 minutes to up to 2 hours and 30 minutes, and that the duration is dictated in part by the age of the child.

SB-5: Stanford-Binet Intelligence Scales – Fifth Edition (13290)
 This product requires a check of customer qualifications. Click [here](#) to download qualifications form. TO ORDER, CALL: 800-897-3202.
 Price: \$1,024.00

Online purchases of this item are temporarily unavailable. To purchase this item please contact PRO-ED Customer Service at 1-800-897-3202.

WARNING - CHOKING HAZARD: Small parts. Not for children under 3 years.

This test includes certain



Though the test is also said to be used to identify gifted children, in the majority of cases it is used to label a child as learning disabled or even as mentally retarded. The test was originally designed by Alfred Binet (1857-1911) to identify French schoolchildren who were slow learners (definitely not the case with our sons!). Binet also studied mentally retarded children.

The results can also be used in predicting a student's academic success. In this case, the assessment test is treated as an aptitude test. But many psychologists still recognize the original purposes of the test, which are to diagnose a student's [learning disabilities](#) and to evaluate the mental capacity to reveal either retardation or giftedness. This evaluation leads to better educational plans.

We know that our eldest son is gifted (and we do not care who laughs at this comment because we know that its true), but of course since the complex motives that have led to these intense efforts to

demean Wencito is tied to the fact that he once displayed admirable intelligence, we know that these tests are performed with the ardent desire to "prove" an inferiority which is non-existent in him, but which others nevertheless have striven long and hard to create the convincing appearance of.

verbal ability, language development, reading comprehension, sequential reasoning, and general information. It may be suggested that tests of intelligence may not be able to truly reflect levels of fluid intelligence. Some authors have suggested that unless an individual was truly interested in the problem presented, the cognitive work required may not be performed because of a lack of interest.^[11] These authors contend that a low score on tests which are intended to measure fluid intelligence may reflect more a lack of interest in the tasks rather than inability to complete the tasks successfully.

Many factors can create inaccurate results, even under normal circumstances, such as partiality, or lack of understanding on a certain issue on the part of the evaluator, or the child's sometimes unwillingness to cooperate. If the child is tired or not well nourished it might affect his concentration, or if the child feels uncomfortable for some reason.

It is important to understand that the mental ability score is based on the test taker's performance on that specific day which is then compared to the average performance of others of the same age. However, the circumstances under which the other children performed that same test are not fairly compared to the situation of the present test taker. If an extremely conditioned and traumatized child who has had virtually no intellectual stimulus for two years performs at an average or slightly below average level, he is in reality smarter than those children who performed at that very same level while living in normal trauma-free and conditioning-free situations.

So under such a situation the test performance on those days would not reflect how the child really is under normal circumstances. For this test to be fair our sons' performance would have to be compared to the test performance of other traumatized and conditioned children. It does not make sense to compare them to well nourished and well loved children who experience good care, and who are stimulated to excel rather than to fail.

Binet, many of whose theories we are in disagreement with, nevertheless proposed that a

child's intelligence increases with age.

However, what transpires during the period of time that comprises the child's age is even more significant than the age itself. When our eldest son was savagely removed from our care, he knew things and had abilities that most children his age did not possess. This was as a result of the strong emphasis that we placed on learning, the praise we gave him, which helped to fuel that zeal for learning, and the example that was set for him.

Likewise, if a child is placed in an environment where factors are not conducive towards learning, his physical age will be of little avail in contributing to a progress which is largely determined by non-physical factors.

The comment displayed below was written by someone on the internet. We thought that it would be of interest to show it in this report because a person's capacity to learn is greatly enhanced or diminished by the presence or the absence of stimulus.

Aptitude and intelligence tests do not test what you know. Their purpose is to measure your basic capacity for knowing. You can no more "train" for them than you can train for a blood test or an eye exam.

In order for stimulus to be created there must exist a determined effort that will contribute not only to its formation but to the intensity with which it exerts an effect. For weak stimulus can almost be as void in potential as no stimulation at all, which led us to formulate an equational concept of our own:

Intensity Of Effort= Intensity Of Stimulus -> Learning Capacity -> Magnitude Of Change Achieved

Another comment that we encountered was directed to the theme of studying for the Binet test, which it seems some people do. The comment on the following page is the personal experience of someone who scored high on an IQ test because they are always doing logic puzzles and taking practice IQ tests. Just as this type of preparation may help a person be

better equipped mentally for the potential rigors of any such exam, intentional lack of preparation can have the opposite effect.

If our main accuser for some time prior to the first session was aware of the upcoming evaluation (which she

Subject: Re: Stanford-Binet IQ test training.

From: eppy-ga on 22 Aug 2003 11:19 PDT

I must disagree with pinkfreud-ga, based on personal experience. I've had a life long interest in logic puzzles and IQ tests. When I sat the Mensa supervised test, I flew through it, based on previous experience, and received an extremely high score, several standard deviations higher than my previous supervised test taken before I had an interest in this subject.

certainly was), one can be assured (given her true intentions) that our sons were going to be groomed to fail. By being far away from us and our influence, and by being conditioned not to want to learn in an unloving and intellectually dead environment, our poor boys never had a fair chance. Everything has been rigged to obtain the desired result.

Binet said that normal persons differ too little to furnish discernable results, yet normal people that are placed in abnormal situations (especially when easily influenced by environmental factors, such as children are) can reflect reactions indicative of such situations without ceasing to be normal, for the reaction is a reflection of the situation rather than of the actual person.

Most testers recommend that this test not be given until the child is five years or older, even though it has been used with children as young as two.

So if testers recommend waiting until five years or older in the case of trauma-free children living in loving, nurturing homes, imagine giving this test to a three and five year old that has suffered for two years and whom are living in an unloving home with no true intellectual stimulation.

The Stanford-Binet test helps determine the IQ in children as young as two but most testers recommend waiting until children are 5 or older to give the Stanford-Binet exam. Currently the Stanford-Binet Intelligence test is in its fifth edition (SB5) which was published in 2003 and is the current version being used. The Stanford-Binet IQ test is designed to measure intelligence and cognitive abilities in both adults and children.

When outcomes are engineered by artificially created factors, then one has no choice but

of loving parents who have invested so much in them, because they really want to see them excel? With so much REAL (not fake) support and love, how can a child not do well!

Though we do not believe in the Binet test, we did purchase for our sons an expensive piano course for children (scanned images of our course shown),

with the intention of starting Wencito on formal piano lessons



when he turned four,

but sadly he was stolen

from us before we could begin.



We still have the course in our possession.



It is strange, but we keep a visit log in which we have recorded what has occurred on



several of the visits, and we have noticed a pattern which

may have significance. Three of Wencito's four

sessions have occurred either on the same day of our

visit with him (such as August 5th 2010) or a day after (such as September 16th and October 1st 2010).



Since we have noticed that Wencito had been a bit distant with us on these visits, it only serves to reinforce our belief that some conditioning has taken place prior to the sessions.

Wencito is more likely to be subjected to the most intense conditioning, though both boys have been conditioned to a certain extent.

The reasons why this can occur with Wencito are the following:

1) Wencito was three and a half at the time of his removal, so he already had more awareness than Galileo (who was only 1 ½), also he already had developed attitudes,

preferences, and academic skills (writing, counting, drawing, playing tunes on the piano) which would require more vigorous conditioning to undo.



Galileo, being only a baby who had started to say some words and who could count only up to three in Spanish, was much too little to have developed acquired traits that would afterwards require intense conditioning to undo.

2) The second and perhaps most important reason is the one that unfortunately the most ridicule receives when stated. We have observed how each time that we state the very real motives of our main accuser we are met by the mocking indifference and rolling of the eyes of those too blinded by external appearances, and even more unwilling to hear that which would destroy the basis used to prolong this sham case. The myth that they are in a "nurturing environment and thriving".

If the reality of who caused the boys' removal and deportation (as well as her motives) would be accepted, then it would be impossible to persist in the fantasy that our sons are in a "nurturing home", and if they are not in a nurturing home then the possibility of conditioning and mistreatment does not seem so farfetched. We have explained how the actions of our main accuser are based on carefully concealed but deep-seated hatred and envy, which is caused by insecurity complexes (wanting more attention than our boys, feeling displaced by them) and selfishness (not wanting others to have their own life, not wanting her father to marry anyone in order for him to be at her beck and call).

Others can mock what is being stated here, but it will not change the fact that it is true,

and the only reason that it is once again being mentioned is because this is something which is continuously affecting our sons' lives in a hugely negative way.

If this person would just get out of our lives and live her own empty life in tranquility, we would gladly relish not having to mention her again, but while we continue to be victimized by her interference and to see our sons harmed in a carefully camouflaged yet perilous fashion, we will continue to truthfully state her real motives and to complain about what has been done to us, for it is only normal for those who have been cruelly wronged to complain about those abuses if they value their dignity.

It is important for all who have chosen to involve themselves in this bizarre case to realize that our main accuser did not want our sons to be born, she was not happy about their births, and she does not want us to be married.

In fact, she thought that by taking away our kids (something which she has been trying to do since 2006) that it would cause strife between us and wreck our marriage for good.

Once that that long ignored reality sinks in, it can be understood why both boys are being conditioned, and why Wencito is being subjected to more intense conditioning.

Wencito may have been subjected to extreme conditioning for simply being older than Galileo, something which was already explained in the first reason, but there are other factors that would single him for intense conditioning, and those factors serve to fuel the motives of our main accuser which have been stated, and which form reason two.

The three factors that contribute to this extreme likelihood are the following:

- 1) That Wencito is physically the spitting image of his father (she has always been jealous of this and it heightens her feelings of displacement).
- 2) Wencito has the same name as his father (it may seem silly but by seeing a half-sibling

who looks just like her father, who has the same name, and who requires more attention, it intensifies the rivalry on her behalf because before she was used to getting all the attention).

3) The fact that she would hear her father bragging to her about what Wencito knew when he was smaller. Here is the root of her intense need to put a label on Wencito that is indicative of poor intelligence. To have Wencito labeled as having learning disabilities, and to have him grouped with children that are academically challenged have a symbolic significance for her and for her vengeful needs. Something that one would never understand unless one is acquainted with how she truly feels about our sons. It is a way of symbolically punishing her father for having been proud of Wencito. In other words this is how she thinks:

" See daddy, you used to brag about him so much. You thought so much of him. Well, look now what others think of him. Others don't think so highly of him. See daddy, he's not so smart now, labeled as learning disabled. You should have paid more attention to me, instead of being so proud of him. Can't you be ashamed of him now that he's labeled as having learning problems, and give me more attention?"

The thoughts written above may sound immature, and so incredulous to ponder as present in an adult, but that is more or less how she thinks, and a careful examination of her attitude towards our marriage and our sons, as well as the reason that she gave to her father in 2006 for having reported us to DCYF "that he did not visit her enough" will reveal that the proposed thoughts expressed above hit more or less on the target her mode of thinking.

If this is so, some may ask, then why condition Galileo as well, or hinder his normal

development to pass him off also as learning disabled? The answer is that though the majority of her resentment-linked memories are associated with Wencito,

Galileo also represents the continuation of an unpleasant reality for her. Indeed his birth signified the strengthening of a marriage which she had desperately sought to destroy, for it is only logical to assume that the more children a couple has, the more there is to unite them.

The fact that Galileo looks like his mother also serves as an impediment to inspiring any breach in Ana's profound resentment, as she uses symbolic associations to fuel that resentment. Symbolically associating things is a normal skill which can be healthily used by most people in many areas of life. However, in the case of our main accuser, she uses symbolic association as an inspiration for her hatred-based actions which serve to punish the target of her anger in a way that is symbolically meaningful to her.



(March 3rd 2011 Visit Photos: Neglected Galileo with horrible haircut and "Spaced Out" shirt mocking his hair! Galileo's hair has been targeted by Ana on many visits.)

Due to the gloomy symbolic significance that is inextricably tied to her vengeful acts, she is able to do things with an ulterior

(January 6th Visit Photo: Galileo has dried knotty hair)



motive that remains largely concealed. It is precisely because of this tendency to do what are in reality harmful acts, while appearing to be doing something benign

that more attention should be paid to what goes on behind closed doors in their current foster home, for what creates a good home are the attitudes and dispositions of those who dwell within, rather than any material comforts which they might possess.

That is not to say that material possessions have no value in a child's life, as a child will always have basic needs and wants, but the purpose of fulfilling those needs should be to stimulate the child to expand beyond basic physical needs, for the most important things in life are not bought but learned, they cannot be touched but understood and felt.

Concepts, ideals, values, and feelings are the driving force in life for which physical needs are designed to sustain. However, if those physical needs are met in the absence of the driving force which bestows on them their very reason for being, then the child's life is like a shiny car with no motor, it may appear to shine and may seem attractive to others, but it really goes nowhere.

With these truths expressed to set a comprehending mind frame for our report, we will explain why we object to popular yet erroneous notions regarding our sons.

With Regard To Referral And "History"

The given reason for referral while accurately stating the official reasons, is in reality highly inaccurate in reflecting less easily perceived realities which are thus more easily ignored. The reason stated for the referral is abundantly silent on the fact that a lot of the input received from DCYF and doctors is heavily influenced by what our main accuser says, a fact that is laid bare on the forms which we received on August 5th (the same day as the first evaluation for both of our boys) from the hands of DCYF social worker

Heather Fogg, where it states that Ana is requesting these services, and that she is saying things about our sons that have greatly shaped others' perceptions of them.

Naturally we understand that her influence and behind the scenes involvement must be fervently downplayed in order to allow the persistence of the "nurturing home" myth.

The fact that DCYF wants the evaluation for "treatment planning" shows that

there is already the well established notion that there is supposedly something to treat.

It is this preconceived determination on the part of DCYF, and yes, also on the part of the half-sibling who has been trying hard to brand Wencito with Autism since 2006, that makes it virtually impossible for the evaluation to be impartial.

Indeed, even though the "Reason For Referral Section" states of Wencito that:

" One question concerns whether his current cognitive functioning represents a regression from previous functioning, and the other is a request for diagnostic impressions." the

DOB: 1/6/05 Child's Age: 5 years old

Plan Start and End Dates: 9/3/10-3/3/11

CEDARR Family Center: Solutions CEDARR

When completing the TIP, use your CEDARR CENTER Family Care Plan (FCP) and Initial Family Assessment (IFA) as a reference.

Background information relating to child's past difficulties attending regular day care including current situation:

Wenceslao is a five year old male, currently residing in a foster placement with his younger brother. Wenceslao has been attending Precious Years Daycare Center, and has been presenting with difficult behaviors. Anna Dickinson, Wenceslao's foster mother described that Wenceslao has little verbal communication, and is easily frustrated due to this. When Wenceslao becomes frustrated he will often throw and hit. As described by Anna, Wenceslao has little socialization skills, and prefers to play alone. Anna would like Wenceslao to be in a pre-school setting that provides additional support to assist with communication, socialization, management of frustration/disappointment, and transition issues. We are hopeful that with the support of a Kidsconnect plan that Wenceslao can become an active participant in the pre-school program.

So the plan is to continue this lunacy for 3 years! (2008-2011) Two children taken away without an investigation, and separated from their parents for 3 years! with absolutely no due process!

Wow! such valid testimonials our main accuser who has been trying to label Wencito since 2006!

to me the throwing and hitting sounds like an exaggeration. Anna and her sister used to beat each other black and blue (with punches and kicks) when they were small, and no one did this to them, so why is our son being vilified through the exaggeration of a behavior which Anna has conditioned him to exhibit?

or perhaps he has been through difficult situations.

reality is that the intention of DCYF has been to refute this possibility (a regression from previous functioning), which we know to be fact, rather than to confirm it.

If one believes that a child might have suffered a learning regression due to environmental factors then why even demand an evaluation when the probability is high that it will not reflect accurately how the child really is? Furthermore, how can this evaluator assess if it was truly due to an environmentally induced regression when they are only judging by what they are seeing in our child at present, and are heavily influenced by false reports and DCYF's views?

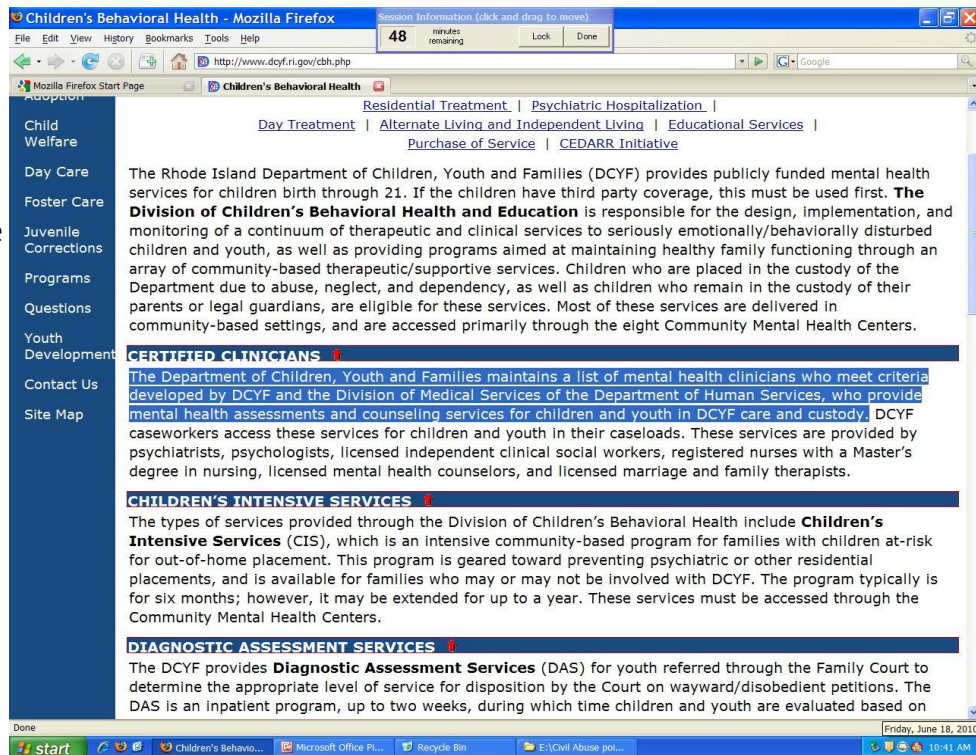
It is obvious that the confirmation of a regression is not at all convenient for DCYF's agenda, nor for the personal motives of our main accuser. For if there is a regression, then there must be a cause, which would signify that our son was not born with a learning disability. Therefore, if our son was not born with a learning disability but suffered a regression due to environmental factors that have been caused by the person who now has him (Ana), it is futile to insist that all these "services" will have a positive impact on his proposed academic progress when he continues to abide at the core of those environmental factors that have caused the regression to begin with.

The screenshot on the following page is from the Rhode Island DCYF site. It clearly indicates that DCYF have specific "mental health" clinicians who are subordinate to the criteria developed by their agency (highlighted). As a result, DCYF only uses the services of those clinicians who are on their list. The process itself of choosing the evaluator guarantees that the person performing the tests will feel (to say the least) a certain obligation towards the foster care agency that provides the clientele.

Additional factors that would further impede impartiality would be the continued presence of the DCYF worker during three of the four sessions (pg. 3, 1st paragraph of evaluation report) that Wencito went to, and during both of the sessions that Galileo went to, as well as the current environment in which the boys are in, where conditioning is likely to occur.

There are mentions in both evaluations (Wencito's on pg.3, paragraph 1 and Galileo's on pg.10, paragraphs 1 and 2) of dialogues that occurred between their DCYF worker (whose name is never mentioned) and the evaluator. So, given this social worker's partiality towards our main accuser, anything which she tells the evaluator is going to reflect that partiality, and likewise erode any possibility of impartiality in the evaluator herself.

Already we notice in the written format of these evaluations partial inaccurate statements and an apparent desire to present things in a way that is pleasing to DCYF. The history section of the evaluations is merely a repetition of lies based on a report from Spain which was also influenced by our main accuser, as she had continuous contact with the U.S. Consul in Mallorca, who in turn had constant contact with the Spanish social worker. This evaluation has a dangerously laconic mentioning of our main accuser, portraying her



as someone who simply was given custody of the children without any initiative on her part. There is no mention of the fact that Ana called several agencies and had constant contact with the U.S. Consul in Mallorca, and that her actions led to the removal of our sons without an investigation.

There is no mention of the fact

that our money was cut off, and

that the agencies called by Ana

were responsible, for we called

Social Security in October 2008,

and again in November 2008,

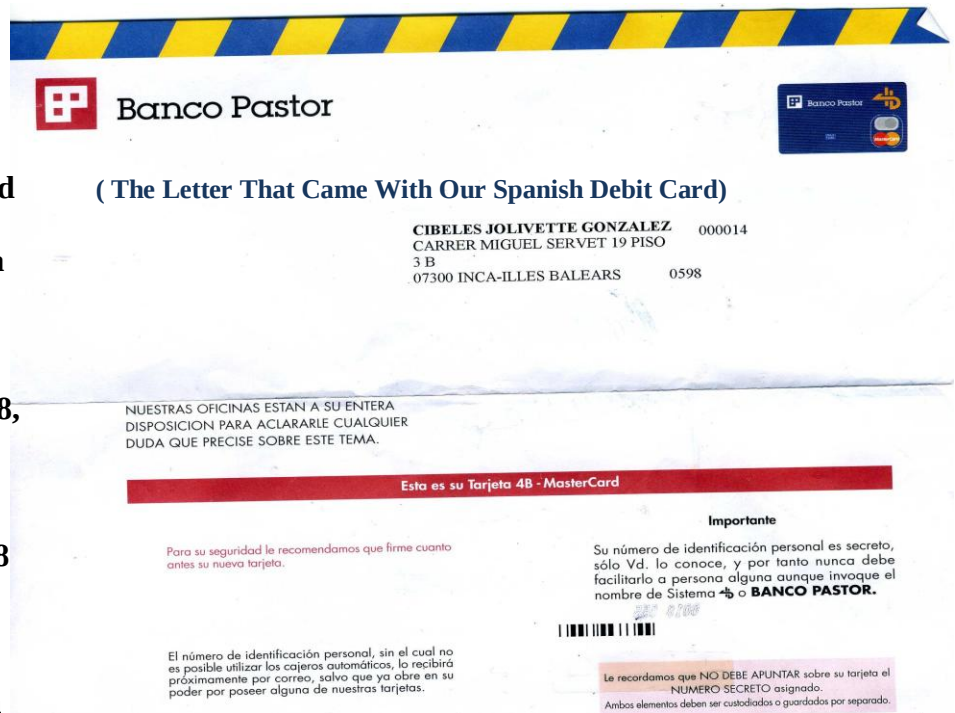
and yet again in December 2008

to give our bank account

information, and it was only in

December that we received part of the money (not all) in our Spanish direct deposit bank account. If we had been calling since October, it does not take months for money to be sent electronically when all the correct bank information was given in October, and we had an account for U.S. dollars and another one for Euros (the currency used in most European countries).

The so-called Spanish authorities who came to steal our children were two women and a man who said that they were social workers (we had never seen them before and there had been no investigation prior to removal). There was also an unidentified bearded man, and a policeman. They came early in the morning (around 10 o'clock) and stayed for only an average of about twenty minutes. When they first came, one of the women came



to our bedroom (there were three bedrooms) where the boys were at, and one of us (the boys' mother) followed her to the room. This woman had papers in her hand with our boys' names listed on them.

She asked the mother while glancing at her papers, "Which one is Wenceslao, and which is Galileo." The mother told her while eyeing her suspiciously. At that time both boys were awake. Galileo was in his crib and Wencito was standing on the floor, in front of the woman with the list, staring at her. If the room would have been as dark as is being insinuated neither Wencito would have been able to stare at the woman, nor would the woman have been able to read the boys' names on her papers.



(Galileo's crib in the master bedroom of Spanish apartment)

Afterwards the woman said, "That's fine." and left our bedroom to go to the living room where the boys' father and the other people were at. The mother followed the woman out of the room.



(Photos of the master bedroom in Spain)

When both of us were standing side by side (the boys' parents) the woman who had gone to our bedroom suddenly said, " We have an order to take the boys with us." while she handed us a paper.

We were blocked while another woman went to the room and took the boys, carrying Galileo under her left arm, and taking Wencito barefoot while holding him by the hand (he left walking, so how could they say afterwards that he could not walk?!). Wencito turned back and looked at us confused before being taken away.



(Foster Care Agency Building In Mallorca)

We were given a card (which we still have) telling us to come to the Foster Care Agency building in Palma at 2:00 PM of that same day. At the "meeting" we met with two workers (a man and a woman), and we were shamelessly deceived into signing papers for

them to be placed with a foster family until the

matter was settled. We were told that if we did not sign the papers the children would be placed in some type of orphanage or group home. We were promised legal representation and also that the boys would be given organic food including the Organic Toddler Formula BioBaby which we were giving them at the time of their removal.

 Lo mejor para bebé

Leche Biológica de continuación

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Criadero francés
Comodidad digestiva
Vitamina E y Calcio naturales

[Más información sobre la leche biológica de continuación Babybio](#)

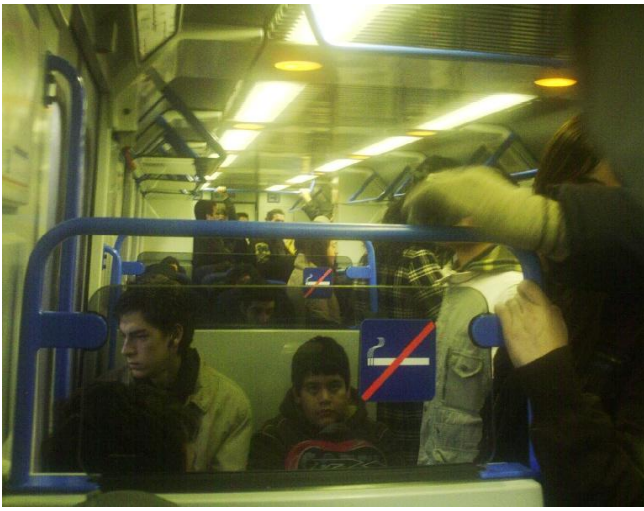
[Ver todos los productos Babybio](#)



Biobaby Formula Seen On Table As Well As Filtered Bottled Water



We were given an appointment to come back on January 2nd 2009 but did not get to see the boys until January 21st 2009, so we were a month without seeing them after they were taken. The people who came to our house could not say anything about how our sons were in Spain on a daily basis, because they only came once and were in our house for a short time, and their supposed "observations" are either outright lies or gross twisted exaggerations of normal circumstances, many of which if carefully analyzed show the heavy influence of our main accuser and the U.S. Consul in Mallorca.



(To the left: photo which we took of the subway in Mallorca)



(Above right: My husband looking out door/window which led to balcony)
(The windows were HUGE and had no window guards)

The boys were not kept all day in our bedroom. They walked to other parts of the house, but only under our supervision because the living room especially had huge windows that could easily be opened by a toddler and had no type of window guards whatsoever. The windows did not open like U.S. windows (which open from bottom to top), they opened from left to right like a door by lifting a handle which was VERY easy to lift. We were planning on purchasing something to bolt those windows for safety, but our money was cut off.



Wencito's Bedroom

The mattress seen was purchased new for him

Wencito did sleep with us in our bedroom (and Galileo in his crib) because due to our money being cut off we were never able to buy some bed guards for Wencito's bed, nor the other things that were necessary to get his room ready for him.

While we did go out less when our money was cut off, as we had very little that we could buy apart from food, the boys were not shut away. On many occasions the boys had gone out with

us and went with us to stores. Before our money was cut off we took the boys to a local fair and Wencito went on a ride in a car by himself, and we were planning on taking them to other places, as it is very easy to travel with small children in Mallorca. There is little



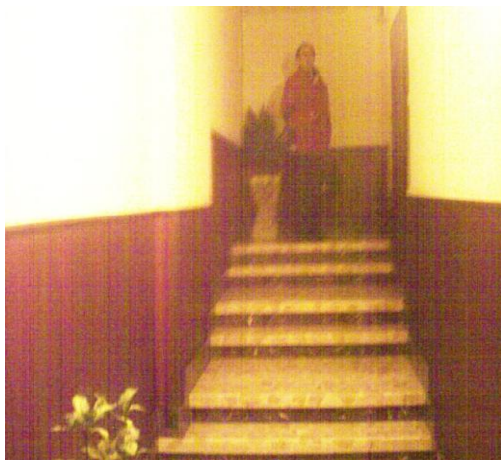
dependence on cars, the towns are tranquil and extremely pedestrian friendly, there is an excellent public transportation system, and everything is easily accessible by walking.

They were not dirty as is being said. We used to bathe them in the kitchen because the

bathtub needed repairing, and the landlord refused to do so. We still have the estimate that a repairman gave which shows that it was a costly repair.

Our apartment had a laundry room and we used to wash the boys' clothes often and hang them on a clothesline in the laundry room.

Wencito was a picky child when it came to food (as many toddlers are) and he never liked water. Just because he might have refused something which he did not like, does not mean that he did not eat or drink! The fact that he was in a strange environment surrounded by strange unloving people might have increased his discomfort, and so his reluctance to eat or drink foods which he might have not liked to begin with.



With regards to Wencito not being able to walk up stairs, he used to go up and down the stairs of our Spanish apartment building when we went out with him. Of course we had to hold his hand, as the steps of the staircase were much broader than U.S.-style

staircases, and approaching towards the end of the ground floor there was no rail. It was only going toward the second floor (and the other upper floors) that there were rails, so one can hardly blame a three- year -old for needing to hold on to one's hand, or on to the rail while climbing down those wide bulky steps which even curved going towards the ground floor.

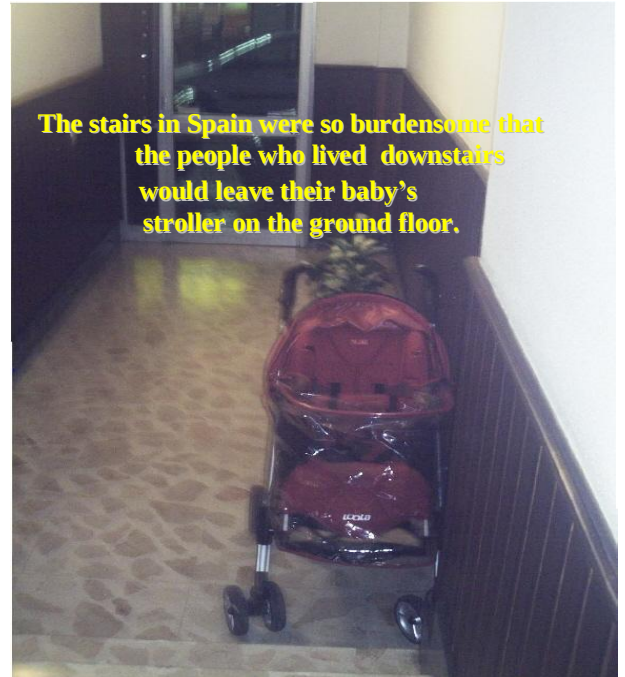
It should be noted that Wencito left the house barefoot with the Spanish social workers, and he left walking (but of course that was not mentioned in this bogus report), so if he showed any reluctance to go down the stairs it most likely was due to two factors:

- 1) He felt great discomfort at going down those wide bulky cold marble steps barefoot (it was December after all, and in Mallorca it can drop to the mid 50's Fahrenheit).
- 2) He did not know the people who were taking him, or where he was going.

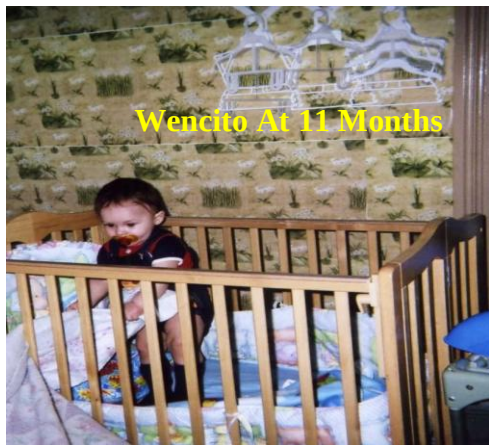
But as is typical in our bizarre case, everything has to be twisted out of proportion or just plain fabricated in order to create something totally alien to what the actual reality is.



We have a photo of Wencito at the age of 1 ½ years climbing out of his crib, and we have video footage of him walking and also jumping at the age of two, so the recent insinuations made both in Mr. Ehrhardt's letter to DCYF social worker Heather Fogg (1st page 4th paragraph), and in the October 10th evaluation report done by a DCYF appointed psychologist that our sons (especially the eldest) might need physical therapy is not really



The stairs in Spain were so burdensome that the people who lived downstairs would leave their baby's stroller on the ground floor.



based on reality. We see our boys running and walking fine when we visit them.

Continuing with the distasteful task of unraveling twisted and intentionally misrepresented circumstances that are further embellished by outright lies, we must express our amazement

at how such a big deal is made in reports of Wencito and Galileo being in diapers at the time of their removal, when many children at the ages of 3 ½ and 1 ½ are still in diapers (both in Spain and in the U.S.). We have yet to see a child potty trained at the age of 1 ½, so the fact that the phrase "They were still in diapers" is included in Galileo's evaluation within his history section is a play with words to imply that a normal situation is abnormal!

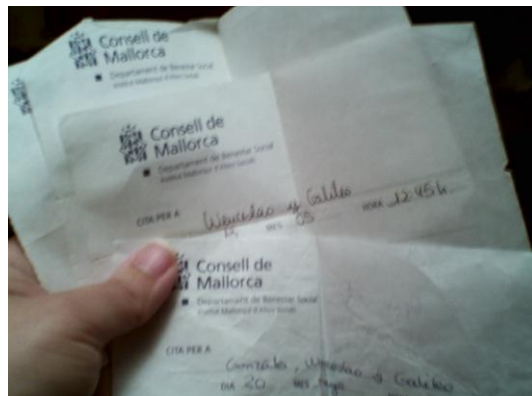
Most kids (though some are trained at 2 ½ years-usually girls) generally are potty trained from ages 3 to 4. The youngest that we have seen a child potty trained is at 2 ½ years, but boys tend to learn later than girls. Galileo himself was still in diapers at the age of three while in DCYF and Ana's custody (though he is potty trained now at 3 ½ years), yet we did not see a big fuss being made over Galileo still being in diapers at more or less the same age that Wencito was when he was taken, nor was any shadow of doubt cast on our main accuser's supposed competency when DCYF had to involve yet another agency to potty train Galileo and to teach him basic hand washing skills.

The three months in a foster home in Spain, is more or less the period of time in which our sons were being abused by someone whose identity was withheld from us. We were given zero information on who had our kids, where they were living, or what was happening to them. When we finally thought that we were going to have a trial with the intention of demanding to know who was abusing them, the children were illegally deported in order to

avoid a trial and shield the child abuser's identity.

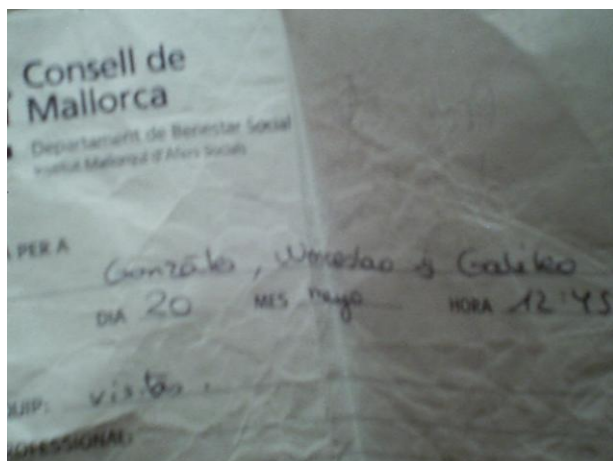
How the deportation of our children was planned in secret is explained below with evidence:

If you look carefully you will see that the slip behind the first one says May 13th (but instead of May it has the number 5 in the section that says "month" in Spanish.



That was the last visit that we had with them before they were deported the next day.

Everything was done in so much secrecy that the visit supervisor did not know about the impending deportation and gave us a visit appointment for May 20th 2009 (the front slip).



After we received this slip a female social worker asked to speak with us (she was not the regular social worker), and went into another room where there were two men (one of whom we think was a lawyer).

They spoke of the intention to deport the children to which we protested, stating that we had a lawyer. The female social worker on one occasion briefly smirked mockingly at one of us, the mother (a behavior which was thought to be most unprofessional and quite inhumane). We were told that if we rushed to our lawyer that very day that we could impede it, they also said that for the meantime they were not going to deport the children when asked when they were planning to deport. The children were secretly deported the following day (May 14th 2009), and when we went to the visit on May 20th we were told that we could not enter into the building (we had

gone in but were thrown out). They did not answer the questions that were posed on the boys' whereabouts. When we insisted on speaking with a social worker we were threatened with the police. No personnel in Social Services gave us any info as to if they had been deported, and if so when, only through U.S. channels were we provided info. We were only told by Mallorcan Social Services that they were not there, and that we had no visit with them. Of course none of this will ever show up on DCYF's fraudulent records.



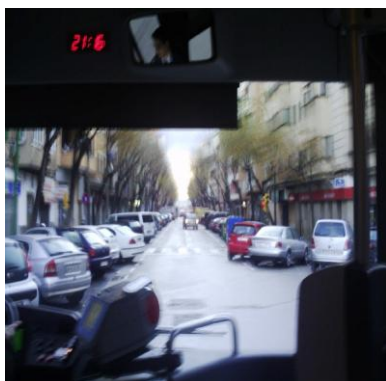
Prior to the boys being deported we had asked to speak to the Director of the Consell De Mallorca whose name is Gori Estarellas (his photo is shown to the left), to explain our situation to him.

We had seen him once briefly while we walked by his office but at that time he was busy and said that we had to schedule a visit with

his secretary. We went to his secretary and did so. We waited for weeks and had to file additional requests at the complaint office on the first floor. After waiting for weeks, we were given a handwritten appointment with just the date and time by the regular Spanish social worker called Juana, and were told that we were going to speak to the person who had the highest position within the foster care department. When we met with the person, it was a woman (we cannot now recall her name, but we think that the surname was Medina), who told us that there was no person by the name of Gori Estarellas. Of course, we knew that she was lying, and it was an insult to our intelligence, because not only so many people had mentioned him, but we had briefly seen him for a few minutes. Nevertheless, we sensed the futility of arguing over what she was not going to admit. This person (whatever her real position was) was, as expected, very unsympathetic to our plight, and nothing was ever accomplished, she probably was the one who twisted

our words when we said that we did not want our sons to be given Toddler Formula of the brand Nestle, into the outrageous statement that we are against formula and think that all formula is poisoned!

We also wanted to comment that the deportation took place shortly after we (following our lawyer's advice) had requested either two weekly visits (we at that time saw them once weekly) or bringing the boys home for weekends, until the matter was solved in the Spanish courts. We still have the letter which we wrote (a copy of it). We mention this, because it is possible, that that request, along with the fact that we had a lawyer and the case was in the courts, hastened the secret deportation which was arranged by Ana Dickenson, using the help of the U.S. Consul of Mallorca, and DCYF whom she called to involve on March 23rd 2009.



These photos show our trip to the Immigration Office in Palma De Mallorca, Spain. The first photo from the left shows our trip to the office on bus, the second photo shows my husband holding our passports (which were also our visas), and the third photo shows the Immigration Office while we were waiting to be called. Most people fix their residency while in Spain.

It is our belief that all the agencies which Ana called, and the influence of the U.S. Consul of Mallorca (who had constant contact with Ana) were responsible for impeding our process of obtaining permanent residency. We also made the very BIG mistake of telling the Spanish social worker before going to the office documented above that we were going to fix our papers (including the boys'). She lied to us saying that her agency would take care of fixing the boys' residency. Since the social worker had constant contact with the U.S. Consul of Mallorca, she in all likelihood told the Consul of our intentions, and the Consul fast-forwarded the info to Ana. We would have gone sooner, but the delay was due to our money being cut off, and then the children taken. These photos are from around the second week of January 2009.

THE CREATION OF SITUATIONS TO ACHIEVE SPECIFIC GOALS

Whether others wish to accept it or not will not change the unalterable fact that we have been subjected to atrocious civil rights violations and much abuse which has been greatly facilitated by legal loopholes, and the violation of many laws with only the influence of the violator to justify the illegal action committed.

Our children's removal was illegal, the lack of information which we were given about them was illegal, their deportation from Spain was illegal, and their continued separation from us, as well as their involvement with agencies and in unnecessary programs against our will and without our consent is illegal. So we see here how each illegal action is used as a basis for a future illegal action.

Yet since anything based on unlawful acts should be considered legally invalid, all decisions made behind our backs or against our will with regard to our sons should be considered null and void because they are based on illegalities and humans rights violations.

Our main accuser Ana, for personal reasons (which have already been stated), has expressed a great desire to pass off our sons (especially the eldest) as stupid or retarded. Our sons (especially the eldest) have experienced personality changes while out of our care which seem to be the result of conditioning to create a specific image of our children. Many of the things that have occurred to us and the changes that we have noticed in our children (especially our eldest boy) is eerily similar to what we know of the Hegelian Principle, in which situations that would normally never exist are created artificially in order to create a desired "truth" which is but a mirage that only serves to reflect another person's efforts at control and manipulating.

The teachings of the German philosopher Georg Wilhelm Friedrich Hegel (1770-1831)

have been used as the basis for a technique of manipulation known as Hegelianism. Under this technique circumstances and situations are controlled to create a desired "reality". It has been used by politicians and dictators, but also by less powerful individuals such as psychologists, agencies such as DCYF, some schools, and yes it can also be used by people like our main accuser Ana.



Our money was cut off before our sons were taken in order to create a situation that could be twisted and then used as an excuse to justify the taking of our sons. Our main accuser knew that while we had money our sons would have the best of everything. We would have fixed up their bedroom real nice, we would have bought them nice things, as we can prove that we always have done. It was only by engineering an artificial situation that a fictitious "reality" could be created. The Consul ,who was in constant contact with our main accuser Ana, used the fact that our money was cut off as a pretext for coming to our home one evening while the boys were taking a nap, and then used that visit as a basis for all the lies that were said in the court order which she (the Consul) took out to take our children away without an investigation.

We were never told what the exact charges of abuse were, and it was not until November 2009 that our lawyer gave us a paper with exact charges when we were already in the U.S. Of course this was done so that we would not be able to defend ourselves or collect better evidence to refute these lies while we were in Spain. Nevertheless we had an idea of what Ana might try to accuse us of due to some e-mails which she sent, though we were shocked by surreal allegations such as us making our sons engage in bizarre rituals

(something which we heard for the first time a pediatrician say that she had been told when she testified in the May 12th 2010 trial), and them being extremely filthy and in a drug induced sleep when they were taken, among other gargantuan lies.

Afterwards, our children were deported to prevent a trial in Spain where we could have demanded to know the identity of the person who was abusing our sons, and then the trauma of being shipped to another country without us (the pediatrician did say that Wencito was crying at the PANDA clinic evaluation on May 15, 2009) and our absence (which was caused by the deportation) was used as the justification for enrolling our sons in Early Intervention to use as a launch pad for eventual placement in Special Ed, and several unnecessary programs without our consent. The people who had created the situation used the situation that they had created to justify taking away illegally our right to parental consent.

After placing our sons in the home of the person who started this whole mess, it was inevitable that the conditioning should continue, as our main accuser has done all this to destroy our family and marriage.

So now our main accuser (whose prominent role in the creation of this whole mess is not even acknowledged) pretends that she is something which she is not, in order to deceive and influence the agencies who continue to prolong this injustice which allows her to do long-term harm to our kids while all the while pretending to help them!

Meanwhile no one takes us seriously, because the things that have been said of us were carefully designed precisely so that no one will take us seriously when we speak the truth of all the weird things that have happened to us. While others view us as clowns and perhaps judge us by our poor looking clothing, which has been a direct consequence of the

economic problems which the agencies that Ana called have caused, a desired image of us is being created so that people will assume that if we live like this now, we must have always lived like this. We were even homeless for a time when we returned to Rhode Island.

Ana also hopes to cause severe strain in our marriage through the bizarre artificial situations created and by prolonging our separation from our children so that we will not be able to move far away from her.

The strain created in our marriage can then exploited to create a false image of us as having an unstable relationship, when if it were not for Ana's constant meddling and the willful interference of the agencies who so unscrupulously aid her, no strain within our relationship would exist. Yet, that is the key tactic that has time and again been shamelessly used in our unbelievable situation: an

artificial situation, which under normal circumstances would never exist, is created, and then exploited by the very same people who created it to portray what is desirable for them and detrimental for us.

All doors are closed to us here with regard to good employment, and when we went to pick up our car from Ana last year she had ruined it and had added significantly to its mileage. Despite the fact that we took it to be repaired and her father told her to bring the needed money and come to the mechanic's shop (which she did), the car was never the same after that, and a car which before never gave us problems now has ceased to function totally, so



(shelter letter verifying that we were homeless)

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Crossroads RI
160 Broad St.
Providence, RI 02903

Date: 7/22/09

To Whom It May Concern:

This letter is to verify that Crossroads RI is working with Mr. / Ms. Wencesla Gones (date of birth _____).

To the best of my knowledge this client is currently homeless and is residing within the shelter system here in Rhode Island or at Crossroads Women's Shelter.

If you have any questions regarding this letter please feel free to contact me at 401-521-2255 Ext: 212 at your earliest convenience.

Sincerely,

J. Z

Case Advocate: Teresa Gones

Homeless Verification

that we now depend on public transportation. We also, thanks to Ana, have thousands of dollars worth of possessions in a port in Barcelona, Spain which we were never able to take out, and which have been in that port for two years (since the end of October 2008).

Meanwhile, our sons are being branded with a multitude of supposed disorders and our eldest son who was passionate about learning now disdains anything that has to do with letters, numbers, or learning in general.

But we assume that to condition the child to exhibit such an attitude is necessary if Ana's goal is to pass him and his brother off as learning disabled. After all, its quite easy to pass off as learning disabled a child that you have just conditioned not to want to learn.

If a child does not want to learn, then how can he learn? And if he does not learn he will eventually fall behind as time goes by, and then that situation which has been created for a specific purpose can be twisted and attributed to a fictitious cause such as a "learning disability".

The screenshot below will illustrate how situations are created to influence people into believing things that are not true.

	Thesis	Antithesis	Synthesis
Planned Change	Create conflict	Create opposition to conflict; eg, fear, panic, hysteria.	Offer the solution to the problem created by step one. Change, which would have been impossible without the proper conditioning (steps one and two), is achieved.
Consensus, Conflict Resolution, Higher Order Thinking Skills, Delphi Technique	Enumerate the topic, issue, problem within established guidelines. (frame the debate)	Dialogue, with everyone in the circle voicing their feelings and opinions within established guidelines and relative to the enumerated topic, issue, problem.	Synthesize divergent views into one point of view representing the collective view of the group. Emphasize ownership. All must abide and support the collective view. (A soviet)
Whole child theory	Cognitive – what the child knows, knowledge	Affective – what the child feels, believes.	Psychomotor – how the child will act/behave, what the child can do.
Whole child theory	Cognitive – what the child knows, knowledge	Affective – what the child feels, believes.	Psychomotor – how the child will act/behave, what the child can do.
Outcome-based education, Mastery Learning	Identify wanted attitudes, values, beliefs.	Create conflict between what the child knows and what the child believes (cognitive dissonance)	Change existing belief system, effecting wanted behavior.

The things that have happened to us may be exceedingly strange, and may not happen to many people, but just because something is strange does not automatically make it untrue.

We have documentation to prove what we say. Ana called the FBI who involved the Interpol, she also called the U.S. Embassy in Madrid, and had constant contact with the U.S. Consul in Mallorca. Through the Consul (who had contact with the Spanish social worker) it is possible that Ana could have also had some type of contact with Spanish Social Services. Ana's younger sister had told their father on November 2008 that they had already purchased tickets to come to Spain, so it is possible that they could have made at least one trip (though we lack the resources to investigate and so verify it, nevertheless it is highly probable).

Ana called the DCYF hotline on March 23rd 2009 to report us (even though the kids had been removed 4 1/2 months prior to this call), and it was this that led to the deportation. Now (according to documents that we have) the situation started by Ana has led to the involved of following agencies and entities in our sons' lives:

- 1) DCYF 2) Crayons Day Care Program 3) Cedars Kids Connect Program
- 4) Sargent Rehabilitation Center
- 5) Hasbro Hospital Children's Neurodevelopment Center 6) Casey Family Services
- 7) Early Intervention 8) DCYF appointed psychologist 9) Holliman School In Warwick (school chosen by Ana, partial to "info" she gives)
- 10) Now possibly trying to involve physical therapist!

All these agencies/entities, whether they realize it or not, are party to a petty personal vengeance being carefully waged by Ana and those relatives who support her. Yet all who are a party to this injustice either do not realize it or do not care, and so with their melodious deceit they can only justify what has no merit with empty rhetoric.

It is a sad fact that many a times there have been those who seek to demote something by pretending to promote it. For by verbally espousing support for what is in reality being

destroyed, the bedrock of what is supposedly being "promoted" can be undermined unnoticed (and thus without opposition), which allows for the necessary time to be taken to assure that its downfall is thorough. The mischievous notion of "joining" what one is seeking to undermine is as old as history itself, yet with each replay of this devious tactic the result is a tragedy both new and unique, while in some sense being shockingly familiar. If this seems paradoxical it is only because it is the end product of an intentionally created paradoxical attitude. Publicly promoting what one is in reality demoting, and using that public promotion as the principal tool of demolition.

This (unfortunate for us) has been our case, and this tactic has been gleefully manipulated by our main accuser Ana, and to a certain extent by the agencies which she has involved in our lives. She pretends to love our boys while secretly hating them, DCYF (and cooperating agencies) pretend to promote family unity while aiding the efforts of someone who many well know wants us to divorce.

Education is extolled to the sky while our sons are in an intellectually dead and unstimulating environment, and so the natural results of such detrimental factors create an ever worsening situation by the day, which remains by most willingly undetected.

Ana publicly pretends to want my children to learn while intentionally conditioning them to do the exact opposite, and yearning to see them in Special Ed in a desperate attempt to console carefully concealed insecurities and envy, that few are willing to acknowledge despite the evident signs.

The result of nearly two years of "educational planning" and an onslaught of tax consuming "educational services" by those fervent in their public espousal of education for our sons, is the following:

1) A 6 year old who has forgotten 90% of what he knew at age 3 ½ years, who now disdains any learning related activity, and who now has a lessened monolingual vocabulary.

2) A 3 ½ year old (Galileo) who in all this time has not even learned to count well, despite having learned to count with us up to six in a single visit some months ago (November 11th visit). If he could count up to six with us in just one visit, what has been going on in all this time that his counting abilities are so limited?! Is our son really "learning disabled" or is it rather his present environment that is learning disabled ? Ironically, Galileo could count up to three in Spanish when he was 1 ½ years old, and at this recent visit we had to teach him at 3 ½ how to count up to six. Talk about regression!

3) A 3 ½ year old, who against our will has become a monolingual with a limited vocabulary, due to the intentional lack of stimulus which he has been subjected to.

The only thing which both of them have really learned is how to use the potty, something which our main accuser no doubt speedily supported due to financial motives and a love of convenience (diapers are pricey and she would not really revel in cleaning their bottoms).

However, academic learning is of course another story. It is easier after all, to pass off a potty trained toddler who has been conditioned not to learn as "learning disabled", than it would be to pass off a highly literate toddler who is not potty trained with the same "condition".

Our sons' well being is unceasingly proclaimed as the sole reason for the actions of those who least cares what happens to our sons, while we, who are the only ones who can honestly claim to desire their well being, are robbed of all rights and power to do anything on their behalf, or to even be able to influence them in a beneficial way.

While constantly mentioning our sons' well being as their supposed "priority" DCYF has placed our sons in the home of someone that they know hates our boys, and who really wants them to grow up in a broken home!

We are frankly tired of trying to awaken deaf ears to the obvious irrationality of seeking well being in the home of a person who bears these dark sentiments and motives, but have sadly come to the conclusion that rationality bears no relevance to those who find their agenda threatened by it. A greater tragedy still is when those who are speaking rationally in the earnest hope of improvement, are ridiculed as being irrational so that those who are truly thinking irrationally can continue to conceal their irrationality.

If all this is beginning to sound topsy turvy, then perhaps the bizarre nature of our extreme predicament may commenced to be realized. Our opponents have made everything appear contrary to what it really is, and are using their public promotion of what they are in reality demoting as a weapon to openly ridicule any attempt that can be made to unmask the reality of what is truly happening to our family.

When a war is waged with appearances, the bearer of influence will always have the upper hand, and truth will be of minor consequence, so long as a convincing enough substitute can be maintained.

Sadly, truth is not always stronger than influence, though it is ultimately more enduring. We lack influence even as we speak the truth, and our main accuser Ana has carefully created and spread an image of us that is specifically designed to protect her from any attempt that we might make to unmask her.

Because of the image created of us, no one takes us seriously, and each attempt to state the truth in the pursuit of justice is mocked and used only to reinforce that false image that has

been spread of us.

Ana's good acting skills then help her to create a pleasant and attractive antithesis to the false negative image that she has so painstakingly created of us, while ensuring that our attacked credibility will impede us from being able to demonstrate the true falsity of her present public demeanor.

Integrity is never welcomed when lacking in outward attractiveness, so to many, a pleasant looking deception is much more appealing, even if it is totally of what should really count.

In the world of artificially created situations, appearances are made at the pleasure of whoever has the influence to manipulate them.



Ana who never was known for having a tidy home before this situation came about, now most likely keeps an orderly house for announced DCYF visits, while we (thanks to her) are living in a basement with basically no furniture, and with hardly any money for anything, may appear to be careless. The irony is that before it was we who always lived in clean, neat, and well decorated houses, while Ana had her home totally disorganized. Due to Ana's nimble manipulation tactics she appears to be "competent" while we appear to be "incompetent and foolish", when only a serious disposition towards impartial analysis

would clearly reveal otherwise.

Only a foolish person would invest so much time and energy into trying to destroy her father's marriage and in hurting two innocent children, instead of just living her own life and taking care of her own kids. Usually when people are anxious to meddle in other people's lives in such a blatant fashion, its because their own life is devoid of purpose, and they must recompensate for that emptiness within them by trying to extend it to others.

Furthermore, a competent person does not constantly require the help of so many people in order to achieve things. Competency is best revealed in adversity, and is mostly an individual effort, a state which up till now is still unknown to our main accuser who has always relied on a network of people to either bale her out of problems, or do things for her. This is more than amply reflected in the fact that our sons are all day in a daycare/preschool setting, and had to be taught by an agency how to use the potty, and social workers pick up our sons from Ana's home to take them to places and bring them back in the evening.

Thus the actual effort which she is investing in actual childcare is extremely minimal.

Her tendency to have others do things for her has also been reflected in other situations that have occurred prior to this predicament arising.

Yet while no one cares about analyzing Ana, we are unjustifiably scrutinized as if we were guinea pigs. We know full well how psychology's evolutionary notions, which view man as nothing more than a complex animal lead them to commit acts that can honestly be said to violate human dignity, which after all, is at the core of one's humanity.

However, we feel that the following questions must be asked:

Why is it that when we tell the truth about how Ana is, and state her motives we are

scoffed at, and yet no one thinks that Ana has problems when she has fabricated so many wacky and surreal accusations about us, such as us supposedly being housed in a house with cult members in Spain, drugging our children up and making them engage in bizarre rituals, among other outrageous lies, and when it is common knowledge that she also falsely accused us in December 2006? If it would have been us who would have made all those crazy accusations without proof, DCYF would have instantly pounced on us and would have used it as proof that we have problems. How come all these "professional" agencies take all this nonsense uttered by Ana seriously, and view her credibility as faultless, yet mock us when we say the truth about what has really occurred?

We have more evidence to prove what we say, than Ana has to prove the nonsense that she says about us, but yet she is judged by the pleasant external appearance that she creates for others rather than by what the evidence shows that she has done. Common sense dictates that someone who is known to have falsely accused in the past should not be so readily believed when she accuses the same person again.

How come the prosecuting attorney on the part of DCYF called Tom Corrigan, asked the supervisor of our visits Mr. Ehrhardt to testify on the December 8th 2010 trial on how we interact with our sons during our visits, hoping perhaps to find anything that can be twisted to smear us, yet no one cares to question how Ana interacts with our sons behind closed doors when no one is looking?

Whose interaction with our boys should be subject to more scrutiny, the interaction with two parents who have always loved their sons, or the interaction with someone who has always shown animosity and envy towards them, and who wants them to grow up with divorced parents? Why has basic logic and common sense gone down the drain?!

Is this Tom Corrigan, by the way, the same lawyer who spoke to us in Spain by phone (that lawyer's last name was Corrigan but we cannot recall the first name) saying that if we did not return to the U.S. by July 16th 2009 we would lose our children forever?

If it is the same lawyer, then it would speak volumes about his credibility if he uses scare tactics like that on two grieving parents.

To worsen matters, on December 15th 2010 the Judge who had presided over our trials stated that no more trials would be held, and that she would send her verdict within twenty days by mail! This was said, despite the fact that in a year and a half we never got to speak nor present any evidence but were constantly shushed. After a report written by us was sent both to DCYF and Family Court, and one of us (the mother) went in person to Family Court to speak with an administrator and protest the lack of due process, DCYF during a recent meeting with us changed their tune and said that there is a trial scheduled for May 2011, and that there had been a trial (after the December 15th trial)

(which apparently only they and the judge knew about) to deliver a unilateral verdict! I guess that secret trials are more enjoyable to those who despise the true purpose of legitimate trials, as they are perhaps reminiscent of a time when those who wielded influence could get away with anything without being encumbered by the limits of Constitutional decrees. The DCYF worker knew about this supposed upcoming May trial, but apparently nobody thought it expedient to inform us, as we had to learn it from her who is our opponent in court! Are these occurrences normal within the Constitutional functions of the judicial system? Does your court opponent have to inform you of when you have an upcoming trial, and dictate to you what you have to do to defend yourself against them?! Such is the extent of the shameful game which is being played with us poor

powerless and trampled wretches.

Yet in addition to the legal shams which we must endure while our sons wither away daily far from us, our voices are castrated by the reluctance of those who refuse to assign any validity to our words.

Perhaps the reason that we are so overly scrutinized and doubted, while our accuser and her words are considered so sacrosanct by these agencies is because deep down inside they must know that the real problem does not lie with us but with our accuser. As long as she is not scrutinized nothing can be found, and if nothing is found, they do not have to admit that they have been party to a gross injustice, but if they were to scrutinize her, anything which is found cannot be brushed aside without the risk of showing professional ineptitude. That is why when we speak the truth about all that she has done, we are simply brushed to the side, while on the other hand DCYF seeks to downplay any influence she has, and her role in all this situation. Everything that we say is labeled as being an "opinion" in order to deny it any relevance or credibility, but everything that Ana says (no matter how ridiculous or outlandish) is labeled as "fact".

Complex situations require more intense scrutiny on ALL sides, rather than only on the side that is being targeted and has less influence. This is more so the case when part of the situation's complexity is due to the confusion that can arise from false appearances, because many things are not what they seem.

We have been greatly victimized by this complex labyrinth of deception, that only seems to offer whomever tries to find their way out of it, the stigma of ridicule and indifference.

With Regard To These Evaluations And Their Statements

As explained previously, our conditioned sons were submitted to the Stanford-Binet Intelligence Fourth Edition Test, which judging by the cost of the most recent 5th Edition test, which came out in 2003 (view screenshot on page 11), must have still been pricey for the psychologist to purchase, a fact which is reflected in the hourly fee charged for the administration of these tests. In 1997 the Medicare reimbursement rate for intelligence testing (as well as other psychological testing) was \$58.35 an hour.

These reimbursements are paid to the service providers. Our sons are on Medicaid, which doctors and psychologists seem to take more advantage of. These tests most likely are now more expensive.

The 1997 Medicare reimbursement rate for psychological and neuropsychological testing, including intelligence testing, is \$58.35 an hour. Billing time typically includes test administration, scoring and interpretation, and reporting. Many insurance plans cover all or a portion of diagnostic psychological testing.

When you consider that the cheapest that a psychologist can purchase this test for is \$974.75 (a cheaper price was seen on one site but this \$974.75 is usually the cheapest), one can understand how the purchase of such an exam is a major business investment on the part of the evaluator, and that the widespread demand of these tests have helped to create a profitable market for the examiner.

Since these tests have had their roots in biased concepts, that were conceived in an emerging agnostic age seeking to replace Biblical-based moral concepts in an ardent attempt to personify what many then perceived to be modern sophistication, one cannot hope for these tests to have evolved into something which disdains the reason for its creation, just as a bad tree cannot bear good fruit. A bad tree must become a good tree in order to begin to bear good fruit, but the price of transformation is the

discarding of that which is the antithesis of good. The Binet test system cannot be reformed because it is too firmly entrenched in the biased agendas that were responsible for its creation in the first place, so it cannot relinquish those prejudicial concepts without destroying the misguided societal ideals that continue to allow it to thrive.

The history of the Binet test will be discussed in a later section of this report, so that modern links to the ideas that were at the core of the conception of intelligence testing can be fully appreciated in all their sense.

One must bear in mind that despite theories to the contrary, intelligence is the individual's ability to learn rather than what he has actually learned. How much one learns shows how specific factors have enabled one to use that capacity. Does this mean that a person who knows a lot is not really intelligent? No, because under normal circumstances what a person knows reflects their capacity to learn, though this is not necessarily always the case. There might be someone who is actually more intelligent than the person who knows a lot, but does not reflect that intelligence due to lack of opportunity. However, if that person would have had the same opportunities they would probably know more than the other person who knows much. So here we see how an accurate reflection of actual intelligence is always linked to the opportunities that have been accessed by the individual who possesses that intelligence.

Example: A person may be born with the ability to be a great violinist, but if never given any instruction on the violin they will never reflect that ability which is nevertheless present (though undetected) in them. A person who does not have this great ability, but who is given access to instruction may learn to play fairly well and so appear to be more gifted than the natural born violinist who never received instruction.

Environment and external factors influence the development of intelligence and can cause either progress or a regression. These tests are solely based on the test taker's performance within a specific period of time and so do not take into account what the person knew before, what he may know in the future, his circumstances and present environment, and what opportunities (or lack of) he may have had during the time period in which the test took place.

So it studies an effect while guessing at the cause, instead of studying the cause to understand and so verify with the effects.

Wencito's Evaluation:

The evaluation is written in very technical language, with mostly laconic yet highly descriptive sentences in an attempt to emulate the nature of factuality. However, sadly, the heavy DCYF influence which is so clearly manifest in some of the statements, and which seems to monopolize the history section supposedly pertaining to the boys' past life prior to their removal, only serves to reflect an elaborate, yet failed attempt to portray the truth of a situation that should not even exist to begin with.

Once again there are things that are being blown out of proportion. When the evaluator states of Wencito, " He is a socially pleasant child with an engaging smile who was echolalic, he repeated questions and statements." (page 2, 1st paragraph).

Even when not a victim of conditioning, all little children have a tendency of repeating every now and then what they hear, sometimes they might even do it as some type of innocent game without realizing that their actions are being interpreted differently by adults. The evaluator may have been truthful when she said that he repeated some of the

same words that she said, but that does not mean that the cause of that repetition is automatically a speech problem that he was born with. As long as the child initiates speech on his own, which even the evaluator said that Wencito did, and which we have seen him do, then one cannot say that any repetition of what the child hears is due to an inability to talk on his own.

Some examples: 1) On the June 10th 2010 visit Wencito spoke with me in short sentences and told me about a geometric pattern that he was making, and corrected me about a certain color.

2) On our Thursday November 4th, 2010 visit one of us (the mother) showed Wencito a magnetic uppercase letter "B", and when asked "What's this?" he said, "That is a B."

3) On our December 10th 2010 visit he asked one of us (the mother) to light a Hanukkah menorah (which she could not do) and he asked the visit supervisor for legos.

4) On the Jan 6th 2011 visit he thanked us for the cake we brought for his birthday, said that he was full, and said that he wanted presents. He interacted a bit more with us on this visit, and so he said many things about the art work that he was doing.

The times which he has spoken less with us has been due to a lessened interaction with us rather than an inability to speak. When he chooses to interact more he speaks more.

However, how much he chooses to interact depends on the amount of conditioning which he receives before each visit.

If when asked to draw himself he complied, it means that he can also understand what is being said to him, a skill which he once possessed in more than one language. A passage which shows that he knows what he is saying is the following:

"Finally I said, "Wenci, say, 'I am five.'" He said "I am five.", and held up his hand and made a movement to signal the number five." (page 2, 1st paragraph)

If this were a case of simply repeating everything with no difference in responding expression, Wencito would not have said, "I am five." while making a hand signal for the number five.

He would have instead responded "Wenci, say 'I am five'", repeating the exact same phrase the way that the evaluator had said it.

The fact that he responded with a phrase that differed from the evaluator's exact wording, while making an accompanying hand gesture that he was not required to do in an attempt to further illustrate what he was saying, does indicate some initiative on his part with regard to originality of expression.

We feel that the evaluator was overstepping her professional boundaries when she said,

"I noticed that he walked on his toes, rather than putting down his whole foot. His posture was normal." (page 2, 2nd paragraph)

She is not a podiatrist, and even if she were, a DCYF appointed podiatrist would always have the shadow of dubiousness over any of their prognosis, precisely because of the intense desire on the part of DCYF and our main accuser to find something wrong with our son. It is not our belief that all doctors automatically give false diagnoses, and in a normal life situation that does not lend itself to special interests, a doctor will not have a reason to intentionally make a wrong diagnosis, or to be easily influenced by other factors apart from the actual performance of their job. However, our case is totally abnormal and

bizarre. Our current situation was created by lies, fraud, the violations of our civil rights, the incomprehensible yet malevolent motives of our main accuser, and by the persistence of agencies who have made errors, and in order to cover up those errors are using all their influence to hold sway over those who can "verify" what is compatible with their interests. Such a unique and surreal situation such as ours, which is based on actions committed against us that even seem to rival what we normally conceive of as pertaining to the realm of real-life, cannot possibly inspire situations to reflect a normalcy which is non-existent. The bizarre nature of what has been done to us cannot possibly be overstated enough, and must be recognized as a valid reason for viewing DCYF appointed doctors and psychologists with incredulity. Furthermore, our past experience with our sons does not fit in with what is now being said of them.

Our son most likely was wearing sneakers (in addition to socks) so it would have been very difficult for her to have made such an observation accurately. One must also take into account that a child who is tiptoeing all the time would not have normal posture. We have not seen any of our sons show this problem during our visits, as both boys when we visit them walk and run fine.

Later on, we will explain a bit more why we are in total disagreement with the Gait Abnormality diagnosis.

The comment made on page 2, paragraph 3 that: "He was unwilling to cooperate in some tasks, at first." does not seem to accurately convey the fact that small children from time to time will not be willing to do something for various reasons that can range from discomfort to just simply being bored with the task being requested. However, we do recognize there might be instances when a child can be conditioned to show

unwillingness to respond to certain specific tasks. We have noticed to our dismay that this is precisely the case with regard to Wencito's present unwillingness to engage in learning activities that involve letters, numbers, music, and books.

It has been stated that some children's scores on the Binet test have been affected when they just do not wish to participate in the test process, be it for part of the procedure or during the whole of it.

The Stanford-Binet Intelligence Scale is considered to be one of the best and most widely used intelligence tests available. It is especially useful in providing intellectual assessment in young children, adolescents, and young adults. The test has been criticized for not being comparable for all age ranges. This is because different age ranges are administered different subtests. Additionally, for very young preschoolers, it is not uncommon to receive a score of zero due to test difficulty or the child's unwillingness to cooperate. Consequently, it is difficult to discriminate abilities in this age group among the lower scorers.

We must also state that we were concerned about the mention of Wencito drawing an "orange soda" in a black bottle (page 2, paragraph 3). If he actually did say that it was a soda, then it only serves as an unpleasant confirmation that his diet (as we have stated) is indeed poor in nutritional content. We never even gave him 100% natural sodas (which we occasionally drink as of late), much less conventional sodas loaded with genetically modified corn syrup, excess caffeine, as well as artificial flavors and preservatives.

Conditioning, trauma, and poor diet are definitely a fatal trio when it comes to promoting healthy child development.

We have always stated that despite his high intelligence Wencito was never very talkative, though he could talk when he wanted to. Nevertheless he was more talkative, and spoke better than his father did at that age. His answers in short sentences as described by the evaluator (page 2, paragraph 4), is how he used to talk at the age of three when he was with

us. The differences then however, were the following:

- 1) He could also respond in short sentences in Spanish, 2) He knew additional vocabulary in French and Hebrew, 3) He had a high intellectual functioning for that age. He could write certain words, knew three different alphabets in three different languages (English, Spanish, and French), could count up to twenty in three languages (English, Spanish, and French), and up to eight in Hebrew, he could play tunes on the piano by ear, could draw better than he does now, knew several songs in French and English, knew all his shapes in English and Spanish (even such lesser known shapes such as pentagon), and could write three words in Hebrew.
- 4) He would sing a good part of the day, and would even make up his own tunes (we would occasionally hear him singing original melodies that we had never heard before),
- 5) He was fond of reciting things which he had learned, and did so with much enthusiasm.
- 6) He would like to learn new words, even though he would use them only when he felt like using them.

Words of evaluator: "His current vocabulary score is comparable to that of an average three year old, which shows that the early delay persists."

So, if according to this inevitably partial evaluator, Wencito has a vocabulary score that is comparable to that of an average three year old (page 4, paragraph 1, last sentence) it only goes to show that at the age of three he did not have a limited vocabulary for the age that he was then, since he knew more vocabulary at age three (in English, Spanish, French, and some Hebrew) than he knows now.

What the evaluator is commenting on is the result of two years of conditioning on a child that has been nearly half of his short life away from his parents. The product of this conditioning (which occurred after their removal) has been made to appear as if it were proof of a supposed pre-removal state. In order to accurately say that the "early delay" persists he would have to have had less vocabulary when he was three than he does now. Yet this is not the case. Even if he would have had the same vocabulary at three that he did at five (when the test took place), according to the evaluator's own words, Wencito could not have a delay because she said that he is now exhibiting the vocabulary of an average three year old. It would only prove that something has halted his linguistic progress from that age up until now.

We also feel that the evaluator's confident confirmation of a supposed "early delay" is a presumptuous statement, as the evaluator cannot say with certainty that there was an early delay because she did not personally witness it, and is basing her input on faulty, biased reports coupled with the present state of our son who she was observing two years after removal. The statement is also in part based on the refusal to even acknowledge that there is a possibility that such a state could be the result of conditioning. To even be able to consider this very real possibility, the much ignored motives of our main accuser would first have to be taken into account, but as long as those motives are denied, the reality of conditioning as a cause of their behavior will be also.

Prior to removal there were no delays. Wencito started started saying his first words around a year and a half old, and as stated before, though not very talkative he had a polyglot vocabulary, and could talk in short sentences when he wanted to. He no longer has a Spanish vocabulary (which he had prior to removal), and he no longer knows

vocabulary that he once knew in other languages. Due to this, his vocabulary now is less than the vocabulary which he had at age three. The fact that Wencito was not very talkative did not worry us because his father had been as a toddler less talkative than Wencito, we also knew that Wencito could talk when he wanted to, and we saw that he was a quick learner who knew more than other kids.

There is a great difference between a child truly not knowing how to speak, and a child who for some reason refuses to speak much, while possessing the necessary vocabulary to do so. The evaluator can never judge our son's true intellectual level because she does not have an adequate understanding of how he really was before, she is partial towards DCYF and false reports, and she either is unaware or has chosen completely to ignore the reality of his present environment, and the easily verifiable motives of who he is with.

The words of the evaluator: "In retrospect, I wonder whether his apparent lack of cooperation was the result of not knowing the meaning of the word "person"."

We feel that the significance of a five year old perhaps not knowing the word "person" (page 2, 5th paragraph, last sentence) is not as indicative of poor cognitive ability as is perhaps being subtly insinuated.

Five year olds (and even older children) are still expanding their vocabulary, which of course largely depends on the intellectual fecundity of their environment. Below is explained how children cannot develop by themselves even if all their physical needs are taken care of. They need to be loved, by enjoying the company of those who love them and by being loved, children learn vital human abilities such as talking, planning,

and cooperation. Since due to the nature and motives of our accuser it is impossible for this atmosphere to exist for our boys in her home, our children should not be further victimized (through false labeling) after being placed in an environment where it was common knowledge that they would not thrive. How is it that such basic knowledge with regard to child welfare has mysteriously eluded those who boast of being experts in child development?

It must be noted with extreme irony how Wencito is expected to internalize the meaning of the word "person" when for the past two years he has not really been treated as a person with dignity and worth, but rather as a pawn. To DCYF he is just a case number, one of many with no individual value, except perhaps in the funds from the government that his so-called "disabilities" bring in to their agency. To Ana he is just the means to a sinister end, a pawn to be used in order to punish us, and to make us suffer, in her

ever continued hope of destroying our marriage, and so our family unity.

When there are so many exploiting our son for their own agendas, and when you take into account that a child's experience always affects his understanding, how can Wencito understand the profundity of the concept "person", when he has not been valued for who

CHILD DEVELOPMENT

CHILD DEVELOPMENT. Human babies are born more helpless than the young of any other mammal. Calves, foals, and other herd animals are on their feet within minutes of birth and running within hours; puppies and kittens can find their way to the mothers' nipples even though their eyes are closed; but human babies cannot even roll over or lift their heads to help themselves to milk. Babies go on needing active care from their parents (or from people who stand in for their parents) for a long time too. Human childhood is as long as the whole life span of many animals, not only because humans live for a long time but also because they have such a tremendous amount to learn. Child development is the story of those helpless babies gradually becoming independent, skillful, intelligent, and caring people.

Born Sociable

Babies cannot develop by themselves even if all their physical needs (for food, warmth, and safety) are taken care of. They need people to love them and have fun with them because it is by being loved that they learn to be loving themselves and it is by having fun with people that they develop vital human abilities, like talking, and vital human qualities, like planning and cooperation. Parents, or other long-term caretakers, really matter then, and all of a child's subsequent relationships, including those with a partner and a new generation of children, will depend to some extent on these first ones.

he really is for nearly half of his life?!

Words Of The Evaluator: " His deficit corresponds to the report in the record that he could not communicate verbally when Spanish authorities removed him from his parents in December 2008."

Oh really!! We would rather say that it was **MADE** to correspond. The child was removed, and the desired behaviors were conditioned in him, and he was subjected to trauma, to fit the already preordained condition (learning disability), and make it appear as if his present state originated in our care! We have already explained in earlier parts of this report how our main accuser Ana maintained contact with the U.S. Consul of Mallorca, who in turn kept contact with the Spanish social worker, so that due to this immoral chain of continuous communication (revealed also through careful examination of the accusations themselves) Ana had a very dominant role in the formation of the false accusations that are now being used as "proof" to confirm the supposed pre-existence of an outcome that she herself has conditioned to create!

One can hardly blame us for being outraged at such blatant disregard for truth or for due process, while shielding our immoral accuser who is not worthy of such protection. If anyone should be shielded it is our poor sons, who despite our protestations have been placed in a lion's den. Yet, we suppose that this is DCYF's bizarre notion of shielding them. To protect them from loving parents by placing them in the "capable" bosom of someone who hates them!

Two passages of the Bible come to mind:

1) "They change the night into day: the light is short because of darkness." (Job 17:12)

2)"Woe unto them that call evil good, and good evil; that put darkness for light, and light for darkness; that put bitter for sweet, and sweet for bitter!" (Isaiah 5:20)

Why is not the obvious ever asked? If strange people would come to a child's house by surprise to take him away from his parents, would they normally feel like talking to those strangers? Even if the child would be of a highly talkative nature to begin with, it would be no surprise to see that child's speech somewhat curtailed. Now, what if after all this the child was a month without seeing his parents (from December 19th 2008 to January 21st 2009), and then submitted to nearly three months of physical abuse and chronic neglect at the hands of an unidentified stranger, before being shipped to another country a day after seeing his parents?!

Most children would not feel very talkative, would they? Is it any wonder that the PANDA clinic pediatrician said on the May 12th 2010 trial that Wencito was crying during the May 15th 2009 examination. As if that were not enough he is then placed in the home of the person who was the cause of his traumatic experiences, and who is only interested in him as a pawn to see him grow up in a broken home with divorced parents.

Wow! What a way to help a child!

Here we have the taking of a tiny grain of truth, that within an artificially engineered situation has been cleverly twisted by the addition of numerous lies (Machiavellian style) to create a perception alien to the actual reality but with the appearance of truth.

Wencito's father at the age of three was less talkative than Wencito, and did not possess all the impressive academic skills that Wencito had prior to his removal. Wencito's father did not recognize the letters of the alphabet, nor could he spell words at the age of two

as Wencito could, and he could not write words in Spanish (much less Hebrew) at the age of three. Wencito's father also walked late, and was not as agile as Wencito.

Yet no one labeled him, nor took him away from his much less comfortable wooden home in the secluded countryside of Puerto Rico. No one placed him in social services, and today he is a highly fluent bilingual with an additional understanding of French, and also a good reader (unlike a substantial percentage of the U.S. population who are monolingual functional illiterates). An arsenal of tax-wasting agencies was not needed for him to eventually become more talkative, or to learn the necessary academic skills.

Words Of The Evaluator: " Wenci's counting abilities are at the 25th percentile, at the low end of the average range."(page 4, 1st paragraph, 1st sentence)

To us this statement is more than ample proof that conditioning has indeed taken place. We are talking about a child who at the age of two (when most babies cannot recognize numbers or perhaps do not even know what a number is) knew how to count up to ten in three languages and recognized the numbers. At age three he could count up to twenty in three languages and also up to eight in Hebrew, and he not only recognized the numbers but also knew how to write them, so how can this possibly be?!

Well, it seems, much to our sadness and justifiable anger, that two years of conditioning have taken their toll on our poor boy. The fact that our youngest son (who was removed at the age of 1 ½ years) cannot even count at the age of three (something which Wencito could do with ease at that age) proves (despite the passionate attempts at sugar coating) that our sons are living in an intellectually dead environment where there is no earnest interest in seeing them thrive academically, no matter what the pretty rhetoric, or



the amount of tax consuming agencies involved.

In the link below are video clips of Wencito from when he was two years old, counting in more than one language, reciting the alphabet, and quite interested in learning to write, which he could do at the age of three.

In the scene when he is reciting the alphabet and pointing up, he is pointing to the alphabet border shown below that is not visible in this video. Since at two he could spell words that he saw written, and recognized the letters, he knew that he was pointing at the letters that he was reciting.

<http://picturepush.com/host?image=5554729>

The reality is that the few skills that Wencito still show are due to the little that have survived the ravages of his present environment from his pre-conditioning period . This is why Wencito can still draw fairly well (though not as good as before) (page 3,last paragraph) whereas poor Galileo only draws scribbles (Galileo's evaluation page 2, second short paragraph) at an age when Wencito did elaborate and complex drawings. Galileo, as stated, was taken at age one and a half, and did not have the advantage that Wencito had of being three and a half years in our care. We do not believe that Galileo lacks the potential for learning how to draw well. We feel that if he were in a nurturing environment that is inclined towards academics and the arts, that he would become quite adept at drawing, since both of us (his parents) draw and paint well. We have no doubt in our minds that if Galileo would have remained with us, he would not be drawing scribbles now, he would know how to count, and how to write



some words, and even sing.

The evaluator's words above (apart from those indicating his diminished vocabulary) form the statement which gives most light to the tragic reality that has occurred. A gifted child with great potential reduced to a mere shadow of what he once was by the conditioning of an envious half-sibling who resented his birth to begin with, and who despises his worth and will do anything to conceal it. It is highly possible that Ana feels deep down inside that an affirmation of Wencito's worth by others would signify a devaluation of herself in her father's eyes. It is a shame that she does not realize in her blind hatred that her own actions (and not our sons) will eventually be the sole cause of her devaluation.

We found the following definition of “giftedness” on the Internet.

"Giftedness is that precious endowment of potentially outstanding abilities which allows a person to interact with the environment with remarkably high levels of achievement and creativity."

Notice two things:

- 1) The word “potentially astounding abilities” which means that the potential is there but it has to be developed (read the last paragraph of page 50).
- 2) A gifted person must interact with his environment. If the person is grown, he can perhaps neutralize any negative factors in his environment with his creativity, but an child who is still undeveloped in many aspects, no matter how talented, cannot develop that potential in a toxic unloving environment.

Words of The Evaluator:

"In the four visits, he was consistently cheerful." (page 3, 1st paragraph, last sentence)

Wencito was always a sweet, friendly, and loving child. However, perhaps the term "cheerful" is being misused in a way that would misleadingly imply to others that the child is in a nurturing environment. We have noticed sometimes that Wencito is a bit distant from us in our visits (though not necessarily always). However, though he still retains his basic sweet and friendly nature, there have been varying degrees of Parent Alienation, and certain personality changes which of course appear to be environmentally induced. Wencito was born with a genuine desire to do good, and is rarely cross with people. Nevertheless, it is important to bear in mind that just because a suffering person possesses inborn good qualities, it does not in any way diminish their suffering, nor the reality of that suffering. Kind people can be in pain and still be kind. We do not wish to have to state that our children are suffering, as it is a reality which every well meaning parent abhors. However, despite our great displeasure at having to state this, our sons' lamentable state, we understand that the willful denial of our sons' suffering on the part of others only leads to the continuation of that sad state of being which we wish to permanently sever from their future years.

Words Of The Evaluator: " His human figure drawing, of himself, was in the average range, with 100% of the expected features, using the Koppitz system, for five to six year old boys, including hair, eyes, nose, mouth, head, torso, two elements of clothing, legs with knees and arms with fingers at the ends. Wenci's self-drawing looked happy and open, with its arms extended upward and a smile on its face. His house and tree contained basic expected elements, but were more barren than is typical for his age. His use of color was appropriate." (page 3, 2nd paragraph)

First we wish to state that the fact that our son's drawings are classified as average after two years of conditioning only serves to illustrate how well he must have drawn when he was in a more intellectually stimulating environment.

Our eldest boy at the age of three showed a talent for art, and would be drawing better than he does now if he had not been illegally taken away from us. Nevertheless, he still draws quite well, though not as well as he drew before he was taken away.

The test that was used is called the Person-House-Tree test, and the drawings were "interpreted" using what is called the Koppitz System. The Person-House-Tree test gradually evolved since 1926, when only a man was drawn (then called a Draw-A-Man Test) up until its current form which also includes drawing a house and a tree.

The house and tree were added to the test by a psychiatrist called John N. Buck in 1948.

The child's drawing is then scrutinized to see if it contains any of the emotional indicators which on Koppitz's list are present. These Emotional Indicators are supposed to reveal supposed "emotional problems" that the child has, using his drawings as a tool of diagnosis. The list is said to have been compiled from information provided by the previous

writings of psychological "authorities" on human figure drawings, and on Koppitz's own clinical experience, which included a study conducted by her on 1,856 children whose ages ranged from 5 to 12 years.

While that is an impressive amount of children to have studied, several important factors should be taken into consideration when promoting a way of judging child creativity that truly has the potential to wreak havoc in many lives. These factors are the following:

1) Koppitz studied 1,856 children before she published her book on human figure drawings in 1968, to come up with her table of Emotional indicators which is shown below.

She was still writing books in the mid- 1980's.

TABLE 10.1 Emotional Indicators for the Koppitz Human Figure Drawing Method

Quality signs

- 1. Poor integration
- 2. Shading, face
- 3. Shading, body, limbs
- 4. Shading, hands, neck
- 5. Asymmetry of limbs
- 6. Slanting figure (15° or more)
- 7. Tiny figure (2 inches or less in height)
- 8. Big figure (9 inches or more in height)
- 9. Transparencies

Special features

- 10. Tiny head (one tenth of the total height of the figure)
- 11. Crossed eyes
- 12. Teeth
- 13. Short arms (not long enough to reach the waistline)
- 14. Long arms (reaching below the knees)
- 15. Arms clinging to the side of the body
- 16. Big hands (as big as the face)
- 17. Hands cut off (arms without hands and fingers)
- 18. Legs pressed together
- 19. Genitals
- 20. Monster or grotesque figure
- 21. Three or more figures spontaneously drawn
- 22. Clouds and rain

Omissions

- 23. No eyes
- 24. No nose (an emotional indicator for males of 6 or older and females of 5 or older)
- 25. No mouth
- 26. No body
- 27. No arms (males of 6 or older; females of 5 or older)
- 28. No legs
- 29. No feet (males of 9 or older; females of 7 or older)
- 30. No neck (males of 10 or older; females of 9 or older)

Note. Based on Koppitz (1968).

The problem is that a few thousand children who were examined decades ago, when there were different influences, different TV shows, a different pop culture, different societal views, cannot accurately reflect the millions of children living in the U.S. today in 2010 to 2011, and much less the billions of children who live around the world, and who are subject to regional cultural influences which shape their unique individual perceptions.

Each person has a unique personality,

even though a group of individuals with distinct personalities can share common interests or beliefs. Even identical twins who are nature's authentic clones, and who share the same exact genetic makeup, due to the fact that they both developed from a single fertilized egg (which split a few days after conception), have different personalities, and even though their DNA is almost indistinguishable they do not even have identical fingerprints! G-D so values the uniqueness, that gives each person their special potential , that HE made even identical twins to be different.

The stereotype of [identical twins](#) is that they are exactly alike: they look alike, they dress in matching outfits, they share the same likes and dislikes. Parents of identical twins know differently, however. Despite their shared genetic component, identical multiples are unique individuals. Though they do share similarities, they also have many differences.

For example, my own children have always exhibited about a twenty-five percent difference in their weight. When they were newborns, weighing four and five pounds, it was quite obvious. At other times as they've grown up, it's not noticeable. We have confirmed that they are indeed identical twins, yet people are often skeptical because they don't "look" alike.

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They don't act alike either. One likes to dance; the other likes to play basketball. Certainly, we encourage them to pursue their individual interests, but the initial inclination towards these activities were all their own.

<http://www.wisegeek.com/are-identical-twins-really-identical.htm>

So if not even identical twins with the exact same DNA think alike, how can one judge the perceptions of countless children, exposed to diverse influences which differ from child to child, based

Since identical twins are relatively rare, they often attract a great deal of curiosity. It is estimated that there are just 10 million identical twins in the world, which means about 1 in 80 births is the result of a twin pregnancy.

Identical twins, also known as monozygotic twins, are born when a mother's single fertilized egg is split into two parts after conception. Since identical twins are formed from the same [zygote](#), their [DNA](#) is almost indistinguishable. While identical twins have the same basic genetic makeup, however, it is interesting to note that they do not have identical fingerprints.

on the presumptuous generalizations of someone who thinks that they, in their delusional omniscience, can destroy the individuality that makes each of us who we are, by throwing

us all into the same pot and stating how we should behave and view the world!

While art is influenced by experience, how we view that experience is based on our individual personality which gives us our own personal insight. Understanding this, the folly (as well as the arrogance) that is committed by generalizing and dictating the artistic expressions that should be forcibly expressed by billions of individuals becomes more than apparent.

Below is a chart showing the U.S. child population from 1990 to 2009 according to age categories. During the space of 19 years shown in this graph, children have been exposed to different pop culture elements (TV shows, toys, music) in addition to the individual experiences and influences present in their environment, and the highly individualized way that those experiences are perceived.

Number (in millions)	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
All Children	64.2	65.3	66.5	67.6	68.6	69.5	70.2	70.1	71.4	71.9	72.4	72.7	73.0	73.3	73.5	73.7	74.0	74.3	74.4	74.5
Age																				
Ages 0–5	22.5	22.9	23.3	23.5	23.7	23.7	23.5	23.3	23.2	23.1	23.2	23.4	23.5	23.8	24.1	24.4	24.7	25.0	25.3	25.5
Ages 6–11	21.6	22.0	22.2	22.5	22.7	23.0	23.6	24.0	24.5	24.8	25.0	24.9	24.6	24.3	24.0	23.8	23.8	23.9	24.1	24.3
Ages 12–17	20.1	20.4	21.0	21.6	22.2	22.7	23.1	23.5	23.8	24.0	24.2	24.5	24.9	25.2	25.4	25.5	25.5	25.4	25.1	24.8

Therefore, since art is a highly individualized form of expression, that even when emulating certain established styles (such as Cubism, Impressionism, Expressionism, Surrealism, etc) will nevertheless retain the individual perspective of the artist which gives it its unique twist, these petty mandates of what is "normal" for children to draw at certain ages and what colors they should use to show that they are fine, are nothing more that a tyrannical hijacking of the exploratory creative process.

Generalization is the sole enemy of reason when it becomes the sole tool of analysis. This is because it provides a shortcut that does not require that comprehension of individual

factors that must always accompany an in-depth analysis of any situation.

While certain generalizations, when assessed as a contributing component of reality (not as the main source) can serve as an aid to reason, and so help us to understand that reality.

Nevertheless, when generalizations are used as a component within the complex realm of that which comprises a reality, they should never be generalizations on things derived solely or mainly from individual perception, and which lead to the essence of individuality being hindered by the imposing dictates of those enforcing a societal oneness-of-mind on elements which pertain exclusively to personal development.

Example of acceptable generalizations that aid in reasoning when analyzed as a valid component of reality (rather than as the sole source):

- 1) Most people who have their children taken away from them will not be happy.
- 2) Most children who are not loved as they should will not thrive.
- 3) Injustice provokes indignation in its victims.
- 4) That which has its basis in fraud will never promote reality.
- 5) Most children who are taught not to want to learn, will not learn.
- 6) Most people that are not exposed to certain advantages will not reflect the benefits of those advantages.
- 7) Most people will not suddenly cease to do that which has required much effort.

So, here we see how acceptable rational generalizations can help us to understand a reality, when analyzed as a component of the multi-componential state of reality.

However, no single component can serve as the sole explanation of that reality.

Because art does not fall into the categories of absolute truths that can be rationally generalized, individual artwork cannot be subject to generalized interpretations. Not even, art critics and historians would commit such an insanity. When art experts do interpret a work of art, they do so basing themselves on the artist's life experiences, beliefs, and his unique view of the world. Most art experts study the lives and personalities of the artists whose works they interpret. This is a far cry from interpreting a child's drawings based on a list that indicates what is "normal" or not in a work of art. In that case the child as an individual is not being taken account, but rather is being victimized by draconian generalizations which turn the manifestation of that which embodies his unique psyche into a subservient casualty of the expectations of those who wield the influence to interpret.

2) These psychological drawing tests assign to shapes, lines, and colors, symbolic significances which the children doing the drawings are unaware of. In order for a child to symbolically express something through art they must be aware of the symbolisms that they are creating, for expression is based on an awareness of what is being communicated. What we have instead is a list of so-called "Emotional Indicators" which reads mores like a list of things banned from children's art, simply by the psychologist deeming those listed artistic representations as "abnormal". Most very young children do not incorporate symbolic messages in their artwork. Most children just draw what they see before them or what they can recall from memory. Children do however, need inspiration and stimulation in order to draw art that is rich in detail. Due to this reality, it is quite possible that when the evaluator said the following with regard to the elements in Wencito's drawing "but were more barren than is typical for his age", she was not taking into account that that barrenness most likely could have been due to a lack of inspiration and

stimulation deriving from his current environment.

The point is that if a psychologist says that the use of the color blue in a child's drawing indicates that the child may be depressed (look at screenshot below), the statement has no rational validity (no matter what the prestige of the psychologist stating it) if the child in question does not know that that particular significance has been assigned to the color blue. If the child does not know that the color blue signifies in the views of some depression, he cannot possibly use that color to portray that he is depressed.

Since one cannot portray what is unknown to them, for the psychologist to insist on such an interpretation is to dwell on a self-appointed relevance that only exists in the fervent assertion of their own recognition. We wonder nevertheless, if psychologists obtained their notion of blue signifying depression from the idiom

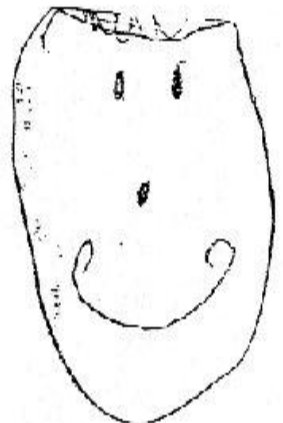
"I'm feeling blue." (a figure of speech that many young children are unacquainted with).

Popular linguistic expressions of course, should not be used as the inspiration for decoding something as complex as a person's emotional state, but then again, to be more on the safe side, they have also included brown and orange as additional colors of depression!

It seems that children's "healthy" color options are very limited indeed.

According to this psychologist, the use of colors is also very significant:

Black means the child is frightened or distressed;
black is a morbid down color
Red means angry, unless the child is drawing a pretty red flower, when it is healthy
If everything in the picture is red or black, this is very suspicious
Blue, brown, and orange mean fear, anger, and depression
Pink, red, and green are healthy colors



With regard to psychological color interpretation (shown on the previous page), the only thing that can be said is the following:

When the freedom to use colors in free artistic expression is seriously hindered by the possibility that a child's color options can be used as a tool for labeling them, then perhaps it would be better for the child to just make a black and white drawing. Whatever happened to the opportunity for young children to be able to explore art by experimenting with different colors? There is something very wrong happening within this society, and it seems as if the twisting of knowledge is gradually limiting not only our potential, but the freedom that we have to develop that potential.

When knowledge (or what is perceived as knowledge) becomes a badge of self-importance, the importance that should be placed on the true betterment of society always takes a backseat. When knowledge becomes too rigid in its own self-importance it becomes a snare to progress, for knowledge exists to promote the importance of humanity within a moral sphere, rather than the importance of self.

Young children tend to be very literal in their artistic interpretations, drawing what something is rather than what it represents. However, since drawing ability varies from child to child, it is quite possible that a drawing may appear to be something which it is not, due to the child's inability to draw their subject correctly. It is precisely because the drawing abilities of children vary, that it cannot be expected for all of them to draw the same way, or to use the same lines and shapes in the same fashion. Bearing this in mind, one can arrive at the conclusion that how a child draws should not be dictated by how one thinks that the majority of children should draw, because there will always be those who will draw better than most and those who draw less well than most.

However, a child's natural level of drawing skill (we are not referring to a level of skill that is the result of conditioning or of intentional lack of stimulation) does not in any way bear accurate witness to the emotional state of the child, though it can bear some witness to his imagination, and whether or not he has some talent in that field.

Frankly, we think that these art tests, which are given to give some supposed insight into the child's psyche, rather than to solely see how well they draw, are ridiculous. Yet, it can be said that nothing which suppresses the true exploratory spirit of art can ever be qualified to test it.

According to psychologists Koppitz provides one of the most explicit guides that allows children's figure drawings to be "interpreted".



Shapes that are untypical for three- and four-year old children
 Shapes that are phallic symbols
 Jiggly lines that indicate anxiety
 Straight mouths that mean people can't say anything
 Jagged mouths that mean anxiety
 A mouth that is open and oval shaped
 Darkened eyes
 Eyeballs that are scribbled around
 Eyes that are two different colors
 Drawing something and then covering it up
 Drawing something and not talking about it

Art was never meant to be so tyrannical, or rigid in its exertion or interpretation. After all, the arts (be it visual arts, music, or literature) are a field that exist due to independent thought and freedom of creativity, and comprise a truly fertile sphere as long as those liberating factors operate within the guidelines of morality.

Yet even the freedom for a child to creatively experiment with colors, lines, and shapes, and have their artistic output regarded as a valid step in their developmental process, is under siege by an establishment that is ever seeking to enhance a credibility (that is fast becoming evident as being elusive), by encroaching upon normal facets of human behavior with the willful enforcement of irrational yet arcane notions which lead to the stigmatizing labeling of those very behaviors.

Children should be able to explore their artistic perceptions (within reasonable, yet unstifling parental guidelines) without being subjected to creativity harassment that can have a detrimental impact on the child.

Why should a six year old boy be labeled as having a possible emotional problem because either he forgot, or did not feel like drawing a nose on a face that he drew?!!

Has irrationality become so complex that it has begun to actually be taken seriously?

<http://liftingtheveil.org/examples.htm>

We are concerned that some of our sons' drawings might be taken out of context in the future, as our research within this theme has enabled us to see how at times imaginary meanings can be attributed to a drawing that was simply a child's attempt to draw something which they saw in the literal sense, without much thought for symbolisms, or something which they remember, yet may not know how to draw correctly or in accurate detail.

The evaluator did not mention anything that can be classified as negative about our sons' drawings, however her statement on Axis V that Wencito has "Impaired Academic And Social Functioning" (page 6, Diagnosis Section) is cause for concern, as there is nothing in

her descriptions of our son to indicate anti-social behavior, and she herself said that he was eager to interact verbally with her (page 4, 4th paragraph). Therefore we are concerned that this erroneous view may be due either to a drawing interpretation, or perhaps a specific non-mentioned behavior that he was perhaps conditioned to exhibit in the evaluation. Was the barrenness in Wencito's house and tree drawing interpreted by means of these psychological codes of significance to be a reflection of a supposed lack of sociability? Could it be because he could have drawn a man who had no shoes or feet? The evaluator's description of Wencito's man drawing is the following:

" His human figure drawing, of himself, was in the average range, with 100% of the expected features, using the Koppitz system, for five to six year old boys, including hair, eyes, nose, mouth, head, torso, two elements of clothing, legs with knees and arms with fingers at the ends."

So from this description we get the impression that Wencito's drawing had no feet, as the evaluator mentions fingers at the ends of the arms but only mentions legs with knees. No mention is made of feet.

Yet on page 2, last paragraph the evaluator says "I asked him to draw himself, which he did, beginning with his feet."

We nevertheless did check for curiosity, and it does seem that with this bizarre system of interpretation drawing a person with no feet has a "significance" for psychologists, however, it is "significant" for them as a sign of possible emotional problems if the male child is nine years or older, so the lack of feet would not apply to Wencito (though we of course do not think that a nine year old boy has emotional problems just because he draws a man with no feet!).

It should be noted that our main accuser Ana was very cold and unloving as a child, a trait which has continued into adulthood (except when she wants to obtain something and decides to go into acting mode), and yet as a child nobody said that she had impaired social functioning. Forcefully meddling in other people's lives and doing harm to others for irrational reasons (for no one ever did anything to her) can be correctly perceived as anti-social behavior, yet this somehow seems to evade all the acclaimed professionals who so presumptuously judge our poor sons. However, since all this affair has way more to do with biased preference than with the truth, this truthful description of her nature will most likely be overlooked. One also wonders why this passion for trying to decode through association is not equally applied to our main accuser, who should be subject to more intense observation for the simple fact that she has our children, and there is much evidence to suggest that she does not love them.

Why then are her actions not carefully analyzed to find a symbolic significance for the way that she acts?, especially as Ana is so fond of symbolisms herself, and does things for concealed motives.

Words Of The Evaluator:

" His strongest score was on the Bead Memory Subtest, a test of visual, short-term memory, in the eighty-eighth percentile. First I showed him actual beads, and then, pictures of those beads in various configurations. He did exceedingly well on this test. He also did well on the Digit Span subtest, his score was in the thirtieth percentile. Digit span tested his ability to recall numbers, presented in a sequence. Wenci's score on rote memory tests was in the average range, at the ninety-fifth percentile."

There are suggestions that there is a relationship between cognitive attention and working memory. Wencito has shown that he has the ability to focus, he just lacks the nurturing and stimulation in his present environment. Since a child cannot learn effectively without a good working memory, it is very difficult indeed to pass off a child with a good memory as learning disabled. Limited speech, which is environmentally induced (as is now the case with Wencito) can reverse itself if the child is removed from the environment that is causing the regression.

It is interesting to note that according to this evaluator Wencito did not do well in areas related to vocabulary (though we think that she might be exaggerating to please DCYF).

Speaking is a skill which in children requires constant nurturing, for the reason we talk is to express ourselves to others within a social context. When children have suffered great trauma, one of the first things to be affected is the ability to communicate effectively.

Wencito (whether others choose to admit it or no) is living in an unnuturing environment where he must know that he is not loved, and where in all likelihood Ana hardly talks to him. How would we know this? Because we remember how when we went to her house with Wencito she would hardly interact with him. She does not love him, and apart from putting on her show for the DCYF worker, she of her own accord will not really interact with him (except perhaps to condition him). As has been stated in the past, Wencito has been the most traumatized by this whole experience because he was old enough when taken to be able to appreciate the change which has occurred. He went from being in a home where he was constantly hugged, kissed, and praised for what he learned, to a home where he is not valued, is disdained, shoved to one side, and sent away all day to be in a pre-school/daycare, always in the company of strangers, only to return in the evening to an

unloving home. In addition to this, Ana seems to be doing some conditioning on him. What child would not find their ability to interact affected by all these calamities, especially when they can recall a happier time when it was not like that. Even though we know that Wencito's ability to interact has been negatively impacted by the trauma and conditioning which he has experienced, we nevertheless feel that this evaluator is exaggerating to please DCYF in many respects, and certain things such as the toe walking she seems to have plain fabricated.

Words of The Evaluator:

"His excellent short-term memory skills and normal activity level suggest that Attention Deficit/Hyperactivity Disorder is not a likely diagnosis."

Wencito seems to have done well in things pertaining to memory. As we have stated earlier, memory is the most vital component for learning, so a child with a good memory will not encounter learning difficulties, as long as he is in a nurturing environment which will stimulate him to use his good memory to learn things. It is our sincere belief that Wencito's memory is even better than is being portrayed in these results, and we know that he has an excellent long-term memory as well. His memory is truly above average, and not average as the evaluator has suggested. We clearly recall how at the age of two when we would teach him a new word he would sometimes not repeat or say the word at the moment that it was taught, only to surprise us days later by using the word when he felt most disposed to do so.

This signifies that on those occasions, without repeating the word at the moment that it was taught (though there were also occasions when he would repeat newly taught words),

he would sort of archive it in his memory to use later when it most pleased him. So from these occurrences, as well as the speed with which he learned things we know that he has an excellent memory.

Ironically Wencito's good memory may only serve to enhance his trauma, because he most likely remembers what occurred to him in Spain when he was severely mistreated by an unidentified person, and he might remember the happier days when he was with us, plus there is the trauma of his present unloving home. That is too much to ask any child to endure. We think that Wencito has shown to be a very strong child, who despite certain environmentally induced regressions, has maintained remarkable stability, considering all that he has been through. Another child, embittered by such bad experiences might even resort to hostile behavior, yet Wencito still retains that mildness and sweetness that always characterized him.

Words of The Evaluator:

" Ms. Fogg, the DCYF caseworker, asked me to address the possibility that Wenci's verbal deficits are a response to the separation from his parents."

This looks like what it most likely is. A good PR attempt to give DCYF the appearance of possessing an objective attitude which is really non-existent. Why would Ms.Fogg want to confirm Wencito's separation from us as the cause of his regression, when she is so much to blame for his continued separation from us?

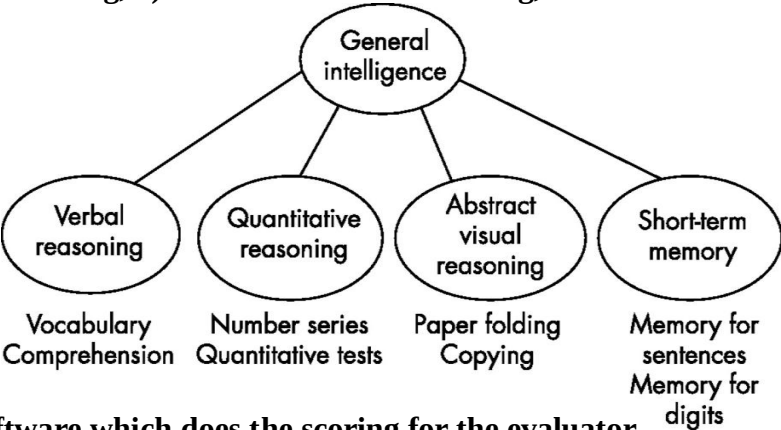
That would be to recognize her own active participation in the situation which has so jeopardized our sons in every way. These people have shown in the past that they do not

wish to be proven wrong, and are capable of trying to conceal their much denied fallibility at all costs.

The Composite Standard Age Scores compare the child's test performance with that of other children their age. We have explained earlier in the first section of this report on pages 12-15 , why we feel that this comparison is inaccurate, as it is meant for children living in non-abusive, nurturing, trauma-free environments.

Each subtest given has a Raw Score and pertains to one of the following four categories:
1) Verbal Reasoning, 2) Quantitive Reasoning, 3) Abstract Visual Reasoning, and
4) Short Term Memory

The Subtest Raw Scores are converted into Standard Age Scores using tables from a guide.



However, there is also a computer software which does the scoring for the evaluator.

We do not know if the evaluator has this software, nevertheless, all we can say with regard to this is that it is bad enough that the evaluator was obviously biased toward DCYF, and refuses to acknowledge the unhappy realities which have characterized our sons' lives for the last few years. However, to have a machine decide the supposed numerical worth of our sons' cognitive abilities would truly show how what has the most power to impact is carelessly allowed to be shaped by the most unreliable methods and/or people.

Galileo's Evaluation:

According to Diane Coalson, who is a senior research director at Harcourt Assessment (an Australian division of the company that produces the Weschsler Intelligence Scale for children, as well as the Weschler Preschool and Primary Scale of Intelligence, an I.Q. estimate before the age of five is unstable, because children at this age are going through constant cognitive development.

When Diane Coalson made this statement she was of course envisioning children living under normal nurturing circumstances, so it does not take a leap of the imagination to see how an I.Q. test score may be more infinitely affected in a child who is living in an abnormal environment under the influence of a spiteful and vengeful "caretaker" who is already predetermined to portray a negative image of that child.

It is not recommended that the Binet test be administered to very small children, and even though it has been used with children as young as two years of age, such early testing is generally discouraged.

With regard to this test being administered to our youngest son Galileo, the following can be said. Given all the recommendations made even by those who administer the test, that the Binet test should not be performed on children under five years of age, the inevitable question arises as to why submit a three-year-old, who has gone through traumatic situations which few children that age have gone through, to this test?

We believe that the reason is evident. The test is meant to serve as a precedent that with its Results will influence future evaluators which Ana might convince DCYF to employ in further "evaluating" our children, or any evaluator or teacher in general.

This evaluation sets a dangerous precedent for the future labeling of Galileo.

Just as the PANDA clinic evaluations of May 15th 2009 on two traumatized deported children were used as a tool to get Galileo into Early Prevention (as explained in the letter found at the link below):

<http://www.archive.org/stream/WhyWeFeelThatDcyfsEnrollmentOfOurSonInEarlyInterventionIsNot/WhyWeFeelThatDcyf#page/n0/mode/2up>

Early Intervention is then being used as a launch pad from which to place Galileo in Special Ed (as Ana is hoping to do).

The purpose of this evaluation is to set the necessary precedent, established by an obliging psychologist, which will then be referred to as supposed proof of a lifelong "disability". A "disability" which only exists in the fantasies of arrogant individuals, and of which a convincing (yet false) appearance can only be made through the engineering of artificially created circumstances, to obtain the desired effect.

Our beautiful and sweet Galileo was taken from us when he was just beginning to say his first words, and did not have the advantage that Wencito had of being stimulated to learn, and to be able to achieve certain academic milestones, as from an extremely tender age Galileo had the misfortune of being placed in unloving environments where intellectual stimulation has been non-existent.

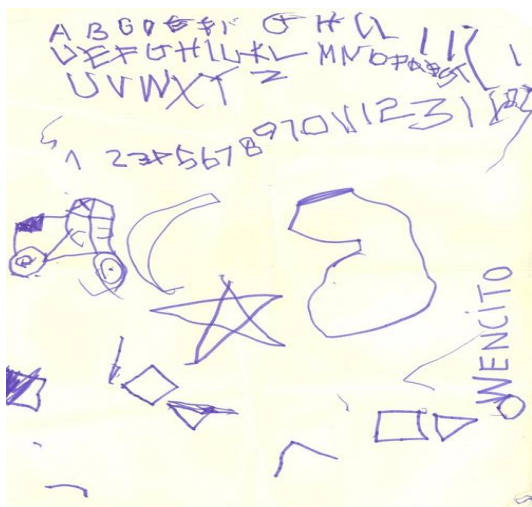
This of course has affected him greatly in the academic sphere, as Wencito at Galileo's present age knew way more. However, this does not reflect negatively on Galileo's intelligence, nor on his potential for learning, but rather on the environments in which he has been in after he was stolen from us. Galileo showed signs of being very intelligent prior to his abduction, and we are certain that if such a tragedy would not have occurred, Galileo would now know his numbers and letters, and would be able to speak in at least

two languages.

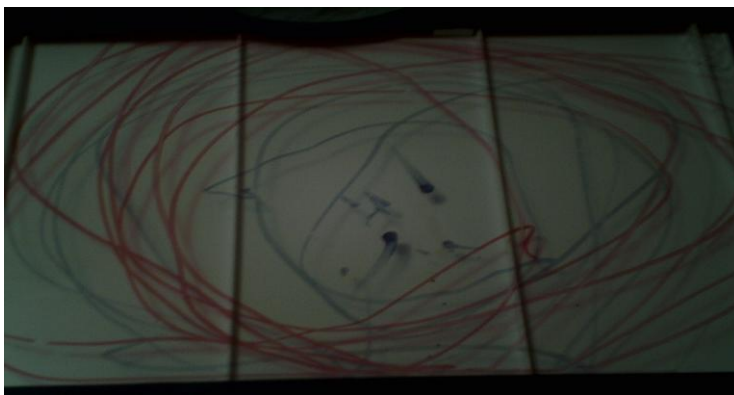
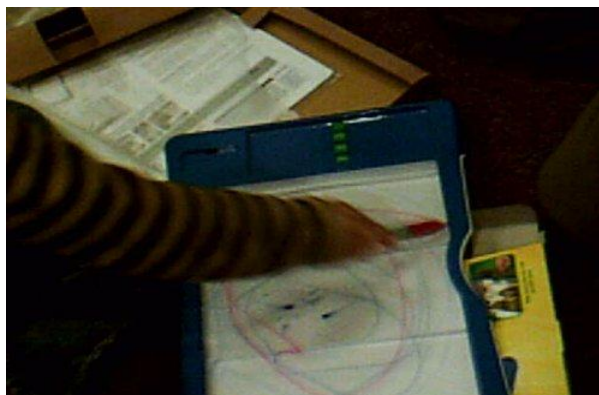
It should also be noted that Wencito had the advantage of organic food and supplements for a longer period of time than Galileo, who was taken from us at the age of only 1 ½ years, and has been given since then a nutritionally deficient diet, a fact more than amply confirmed by the extreme frequency with which he has been ill since he was stolen from us. During crucial stages of development a wholesome and nourishing diet along with stimulation is of the upmost importance.

To illustrate the advantage that Wencito had over Galileo, by having stimulation and good nutritious food for 3 ½ years, as well as the difference that that advantage makes, we will compare drawings of Wencito, drawn in Spain at the age of four, with a drawing of Galileo drawn on March 31st 2011, two days before his fourth birthday.

Wencito's drawing while in Spain at age 4:



Galileo's March 31st 2011 drawing



While discussing these drawings I will mention what is perhaps the only truthful statement which these bogus evaluations have made:

" At times, I spoke with the adult who brought him. Leo occupied himself with toys in the room and drew "pictures", which were largely scribbles." (page 2, Mental Status Exam & Behavioral Observations Section).

The question that should arise is this: What is the TRUE cause of the great difference in skill so clearly manifest in both of our sons' drawings when around the same age?

The answer to this question, which is not hard to arrive at, if this whole crazy situation is analyzed honestly, instantly proves that all the apparent "delays" which Galileo manifests are the product of his environment, and as such are not an accurate indicator of his intellect or of his actual potential.

Consider this, Wencito was 3 ½ years with us, during that time he was given the best organic food, supplements, and stimulated to learn, hence the more skilled drawing that reflects the learning obtained during that time.

Galileo was taken from us at the age of 1 ½ years when he was just beginning to say a few words and was beginning to draw scribbles on his older brother's drawing board. Since the age of 1 ½ years (within a crucial period of development) he was placed first in an abusive home in Spain with strangers, where he was constantly sick, with bruises, poorly dressed, and even got an ear infection. He was also in a non-English speaking environment.

Galileo was then deported abruptly with his older brother to the U.S. and placed with the

person who had caused all his exposure to trauma, in a totally

English-Speaking environment (Ana does not speak Spanish with her daughters and never wanted them to learn Spanish), where he and his brother are not loved, and where on purpose he is not stimulated to learn in order to pass him off as "low intelligence/learning disabled".

Galileo's emphasis on unstructured play which is not learning-related when he is given the option of initiating his own games, shows that the lack of structure in his present environment, and the extreme absence of effort to teach him has not accustomed him to the level of discipline and encouragement required to initiate and sustain prolonged structured play. Children cannot learn on their own at this young age, they have to be taught, and when there is no effort to instruct the child, the child will inevitably reflect the negative consequences of imposed ignorance.

The fault is not the child's but rather those who place the child in such a state, and then seek to cover up their own neglect and shortcomings by slandering the child and turning him into a scapegoat who will bear the blame for the doings of others. When children show unfamiliarity with structured play, and play activities that require certain organization (a procedure of steps) it is generally because they abide in environments where they are not really tended to and are allowed to run around doing what they what. Given Ana's hatred towards both of our sons, and the fact that Gaileo looks like his mother and is almost all day in daycare and pre-school, it is not farfetched to envision there being little interaction (apart from the stellar performances staged for DCYF/CASEY visits), and Galileo left to run around and occupy himself as best as he can. It is this lack of parenting, stimulation,

and structure, that makes it difficult for the child victimized by such an environment to initiate structured play activities.

Why do we use the word "initiate"? Because Galileo has participated in structured play activities with us, when stimulated, but has always shown unfamiliarity with basic types of structured play, be it drawing basic figures, doing a jigsaw puzzle, etc.

Play that requires a methodical procedure he seems unlikely to initiate of his own accord, though he does participate in such play if stimulated and taught how. This shows that the problem is lack of stimulation, encouragement, and instruction, which as has been stated in the past is hardly surprising given Ana's long cherished goal of passing both boys as "low intelligence/learning disabled" for irrational reasons which would be hard for most mature people to understand. These reasons have to do with unfounded hatred, insecurities, envy, and feelings of displacement.

Initiating within unfamiliar terrain is not a realistic expectation, so if a child feels unsure about how to proceed in a given task, he in all likelihood will not make an attempt to initiate such a task. When there has been a REAL attempt to give Galileo instruction in something the results have been productive. We will use as an example, the only thing which both boys have been taught after their abduction... how to use the potty.

Of course we know that the only reason why Ana was so eager for Galileo to learn to use the potty, was because of the great convenience that it posed for her, saving money on diapers, and not having to clean him up, and in that way she could all the more easily avoid having more contact with him than what she deemed necessary.

However, regardless of her real motives for wanting Galileo to learn to use the potty (an agency had to be involved to accomplish this endeavor), the point is that because there was an earnest desire for him to learn this task, and because a REAL effort was made to teach him, Galileo learned quite well how to use the potty (we have accompanied him to the potty, so we know). If likewise, other REAL efforts would be made to teach Galileo other things within the academic sphere (let us say his numbers and letters), and such efforts were genuine and consistent, there is no reason why he would not learn those things.

Those who long at all costs to cover up the truth, which is that these supposed "delays" in our sons are really the product of environment, and are the result of careful planning towards a sinister goal (the labeling of our children), rather than a reflection of their actual capacity to learn, will in all likelihood refute the evidence of lack of stimulation which is so clearly evident in the drawing comparison. Some might even state, well maybe Galileo is not as good at drawing as Wencito.

To any individual who might consider making such a statement, the following can be answered:

1) The typical three to four- year- old in a sufficiently nurturing environment should be able to draw drawings which incorporate several shapes and at least be able to draw primitive stick figures, even if the child is not gifted in art. Galileo's drawing shows that there has been absolutely no effort made to teach him to draw.

2) It is highly unlikely that Galileo not have drawing ability (which up to now has been undeveloped through lack of nurturing), since Wencito showed to be gifted at art, and both of us (his parents) are good at drawing.

Below I show one caricature of my husband's, and some of my paintings. Of course this report is not meant to showcase our art, and the only reason why we are exhibiting it here is merely to refute a potential excuse which might arise, to dismiss the point that we are trying to make through the drawing comparison.

My Husband's caricature (right):



Some of My Paintings:



So, as much as others try to deny it, the reason for the lack of skill in Galileo's drawing is lack of stimulation in his life since the age of 1 ½ years. It must be said that Wencito made this drawing while out of our care, and even though he was going through a traumatic situation, and was obviously not being stimulated during that period,

hence, the drawing reflects the skill and knowledge obtained during his 3 ½ years with us. In Spain his knowledge began to get rusty while out of our care, but now Wencito at age six rarely writes and on the few occasions when he has written something, his penmanship has greatly worsened from the penmanship which he had at three and four, due to lack of practice in his current unstimulating environment.

Though this section is meant to focus on Galileo, we will briefly prove our point by showing below a drawing which Wencito made on his sixth birthday (January 6th 2011). Though his drawing ability (Wencito drew by himself that nice flower) has more or less survived the onslaught of nearly three years of trauma, as art is the only interest of his which he has retained (his interest in music, numbers, books, and writing has been virtually eradicated).

Wencito's January 6th 2011 Drawing (compare penmanship to name written in Spain drawing)



We will state a highly possible reason for why Wencito still retains an interest in art. He has shown to be gifted in art, but he also showed in the past to be gifted in music

and writing. In the past, he was equally interested in music and writing, yet now he is only interested in art but shuns all other things.

Why is that? Given Ana's great zeal to portray him as a child of "low intelligence", it is hard to believe that she will encourage any creative interest which will enhance cognitive skills.

Gaileo's present lack of drawing skill (though we know that he does NOT lack drawing ability) is more than ample proof that Ana does not encourage artistic interests.

This obviously is an interest which he has retained from his period with us. The question is, why only this interest? Because it allows him to escape from the horrible world in which he has lived in since he was taken away from us.

It is hard to retain an interest in music when access to instruments is limited, when there is no one to applaud his performance (as we used to do), and when he is being conditioned not to want to engage in music-related activities because Ana knows deep down inside (even if she will scoff at this statement in public) that Wencito has great aptitude in this field.

However, art only requires materials which are freely available anywhere and in many ways is a more private activity.

Writing may require only paper and pencil, but it also requires instruction from a willing individual, and more constant encouragement.

In art, Wencito feels that he still has some control over the uncertainties that so characterize his present life. With art he can make his own world where he is in charge. So even if he cannot fully understand why he is apart from us, why he is now not loved by those who have custody of him (for we know that he remembers his time with us),

he can at least understand what he wants to create, and through the expectation of what he can decide to make a certain sense of comfort is obtained from this limited autonomy.

Wencito was born a highly creative person, and his mother especially, understands how he is. Creative people take solace in confronting adversity, and unpleasant situations in general through the process of creating. Wencito, even at this tender age, has this key characteristic of creative people.

We know that Wencito remembers his time with us because on one occasion we played a song (when we visited him at the DCYF building) and one could tell that he remembered. He has an excellent memory, and the memory of being loved when now he is not loved by those who have him, has affected how he is, along with Ana's conditioning.

We nevertheless wish to resume Galileo's evaluation which is the main topic of this section. Galileo is a highly intelligent boy, who most likely has plenty of undeveloped talent, but who has had the misfortune of being in abusive, unloving, and unstimulating environments for around 80% of his life. That would affect any child, and the fact that these "experts" in child development dare to presume (or at least pretend to believe) that accurate I.Q. test results can be obtained from a child living under these circumstances, and who has experienced what Gaileo has experienced, shows either an astonishing irrationality, or an astonishing determination to willfully ignore the reality of our sons' current environment, as well as what happened to them in Spain while in the hands of an unidentified person who it is quite possible DCYF is protecting (we find it hard to believe that DCYF would not have access to the records which bear the abuser's name, as they had contacts with Spain, and we were told by CASEY during a meeting that the boys had been in two different foster homes).

We sent a letter requesting study sessions with our sons in May of 2010, only a month after Galileo had turned three. If we would not have been so inexplicably denied our reasonable request Galileo would know his letters and numbers, how to draw basic figures, his shapes, as well as other things.

Precisely because we value education, we were denied our rights as parents to educate them, so that they can then be purposefully delayed in achieving certain milestones for the sake of their quackery and their false labels.

"His strongest score was on the Vocabulary subset, at the seventieth percentile. This is a positive sign. Vocabulary is the cognitive ability most strongly correlated with many intellectual skills, and suggests that Leo will be able to develop his cognitive abilities over the next several years. His score on the "Memory for Sentences" subtest was at the twenty-first percentile, in the Low Average range, which shows he is able to retain verbal information, a good classroom skill."

We know that Galileo can retain information, because we have witnessed how when he is stimulated to learn he can learn quite quickly.

With regard to the statement that "vocabulary is the cognitive ability most strongly correlated with many intellectual skills", we do not if it was meant as an indirect attack on Wencito (since such careful manipulation of wording to misrepresent and convey falsehoods is evident throughout several sections of these evaluations).

However, given the fact of what has been said in Wencito's evaluation with regard to his

vocabulary, all that can be said is that it is highly plausible.

Although it is not disputed that vocabulary is of course a necessary (and indeed crucial) asset in many facets of academic study, the vocabulary that most contributes to learning is understood vocabulary rather than spoken. As long as the child understands what is being said he will learn. That is why a mute child who cannot speak can learn a lot and be quite intelligent if he understands vocabulary (even if he cannot speak).

This is also why a deaf person who has never heard human speech, but who is taught sign language, can just as well learn, and show much intelligence.

The key to knowledge is really in comprehension rather than actual verbal execution. Verbal execution is valuable as a tool of conveying to others what is understood but it is not the sole mirror of what one understands.

Perhaps the best known example of this is Hellen Keller, who despite being blind, deaf, and mute, was able to learn how to communicate through unconventional methods to the point that she went on to write books.

Now of course, we do not wish to turn this section into a thesis on the relation between speech and vocabulary. We only mention these conveniently overlooked facts, because a child's speech is not always an accurate mirror of his total vocabulary, for words which are understood also constitute the total sum of a child's vocabulary, and sometimes a child may also know how to say words which he seldom uses.

If the statement was meant as a hit on Wencito, we have already explained how his vocabulary is not as poor as it is being made out to be.

Ironically, Wencito had more vocabulary at three than Galileo did at that age, only that Wencito used his vaster vocabulary less, because he was not as talkative as Galileo.

With regard to Galileo, one can tell that by personality he tends to be more talkative than Wencito was at that age, his setback (and it does not have to do with a linguistic defect in him, but rather with a defect in his noxious environment) is that since the age of 1 ½ years he has been placed in several traumatic environments where he has been neglected, where different languages have been spoken, and where there obviously has been extremely limited interaction with him, and no stimulation has been given to him. Galileo can talk in short sentences (only in English), and understands perfectly what is being said to him, but he sometimes does not pronounce words correctly.

Now, I know that this statement which I have just made will be desperately pounced on and misrepresented as supposed proof of a speech impediment in Galileo, and of his "need" for speech therapy. However, if one bears in mind that proper pronunciation is achieved through verbal interaction and by listening to others speak, and sees that Wencito does not have problems pronouncing words (Wencito was taken at 3 ½ years of age, and Galileo at 1 ½ years which makes a big difference in the development of clearer pronunciation, as Galileo was just beginning to develop in this area when he was taken), it is logical to arrive at the conclusion, that the reason why Galileo mispronounces some words is because he lives in an environment where he is unloved and unstimulated, and that lack of encouragement, stimulation, and interaction results in an environment which is inadequate for the healthy formation of linguistic skills. It does not mean that the skills are non-existent in Galileo, only that they cannot develop to their full potential because of factors within his current environment (as well as in his previous foster home), which prove detrimental to this specific area of cognitive development, and also due to the abrupt change from a Spanish/Catalan speaking environment to an

English-only environment. One can argue that small children adapt quicker to a change of language in the environment than adults or much older children do, and this is true, but when there is a normal level of interaction and stimulation to allow the normal process of adaptation to progress unhindered. Galileo has been for two years in an English-only environment, where given the personal feelings which exist in his "caretaker" (no matter how passionately denied by others), and his resemblance to his mother, verbal interaction with him is bound to be minimal.

Considering all that Galileo has been through, and the above factors mentioned, other little boys would probably have way less vocabulary than he does.

The fact that while living under all these detrimental circumstances Galileo scored at the medium to low-average level with no preparation or stimulation whatsoever before this test (many kids are prepared for this test by their parents, something discussed on page 15 of this report) and despite Ana's conditioning, serves as a radiant glimpse of what he could do, were he in a loving and stimulating environment where there would be an honest effort to actually teach him.

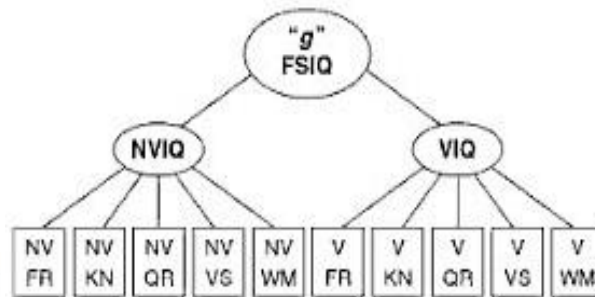
We really do sense in Galileo a willingness to learn when efforts are made to teach him (though we have noticed with dismay that he seems to have been conditioned not to like books, and it is extremely unlikely that he is being read to), and he wants to do things at times independently. It could be in part because since he has to in all likelihood fend for himself in many ways in daycare, pre-school, and in his foster home, he is used to being on his own and doing certain things, but in part it could also be a desire to show what he knows. We have been told that Galileo seeks attention a lot. Usually when a child seeks

attention a lot is because they seldom get it. Wencito does not seek a lot of attention, but then again Wencito has been more traumatized at a deeper level because he is two years older than Galileo, and can better appreciate the great change which took place in his life. Wencito does not desire attention possibly because it reminds him of what he once had and lost (when one has enjoyed something and then loses it, it can sometimes create negative associations in one's mind with regard to what was lost), whereas Galileo who was so little when taken, craves what he has never known (at least what he knows in his memory, for he had attention with us).

We should quickly state before concluding this section that Galileo IS a quick learner when stimulated (we have proof of this). At the age of three he still did not know how to count, even though at the age of 1 ½ (prior to his abduction) he could count up to three in Spanish. He was taught in the visit how to count, and learned quickly to count up to six. Of course, due to the infrequency with which we see him (only one hour every two weeks) and the lack of stimulation and encouragement in his current environment, we will have to review with him in the future, because he can forget what he was taught through a consistent lack of practice and implementation in his daily life.

The Irrationality Of Administering This Test To Our Sons

What marvels us is that with so much emphasis on "logic" and on how this test is said to be based on the Gf-GC intelligence theory, it nevertheless seems to elude the evaluator's expertise (which has been so rigorously appraised by others) that a child who has been abused and conditioned for two years cannot possibly produce a test with accurate results when such a test is designed to assess the cognitive functions of children who are living in normal home situations with loving caretakers who have no personal vengeful motives to demean the child's intelligence prior to the exam.



Environmental influences

See also: [Health and intelligence](#) and [environment and intelligence](#)

Environmental factors play a role in determining IQ. Proper childhood [nutrition](#) appears critical for [cognitive development](#); [malnutrition](#) can lower IQ. For example, iodine deficiency causes a fall, in average, of 12 IQ points.^[49] It is expected that average IQ in third world countries will increase dramatically if the deficiencies of iodine and other micronutrients are eradicated.

A recent study found that the [FADS2](#) gene, along with [breastfeeding](#), adds about seven IQ points to those with the "C" version of the gene. Those with the "G" version of the FADS2 gene see no advantage.^{[50][51]}

[Musical training](#) in childhood may also increase IQ.^[52] Recent studies have shown that training in using one's [working memory](#) may increase IQ.^{[53][54]}

Family environment

[edit]

Some studies in the developed world have shown that inherited [personality](#) traits cause non-related children raised in the same family ("adoptive siblings") to be as different as children raised in different families.^{[55][not in citation given][56]} There are some family effects on the IQ of children, accounting for up to a quarter of the variance; however, by adulthood, this [correlation](#) approaches zero.^[57] For IQ, adoption studies show that, after adolescence, adoptive siblings are no more similar in IQ than strangers (IQ correlation near zero), while full siblings show an IQ correlation of 0.6. Twin studies reinforce this pattern: [monozygotic \(identical\) twins](#) raised separately are highly similar in IQ (0.86), more so than [dizygotic \(fraternal\) twins](#) raised together (0.6) and much more than adoptive siblings.^{[55][not in citation given]} However these results make no correction for the social and emotional effects frequently associated with adoption.

Possible bias in older studies

[edit]

Stoolmiller (1999)^[58] found that the range restriction of family environments that goes with adoption, that adopting families tend to be more similar on, for example, socio-economic status than the general population, suggests a possible underestimation of the role of the shared family environment in previous studies. Corrections for range correction applied to adoption studies indicate that socio-economic status could account for as much as 50% of the variance in IQ.^[58] However, the effect of restriction of range on IQ for adoption studies was examined by Matt McGue and colleagues, who wrote that "restriction in range in parent disinhibitory psychopathology and family socio-economic status had no effect on adoptive-sibling correlations [in] IQ".^[59]

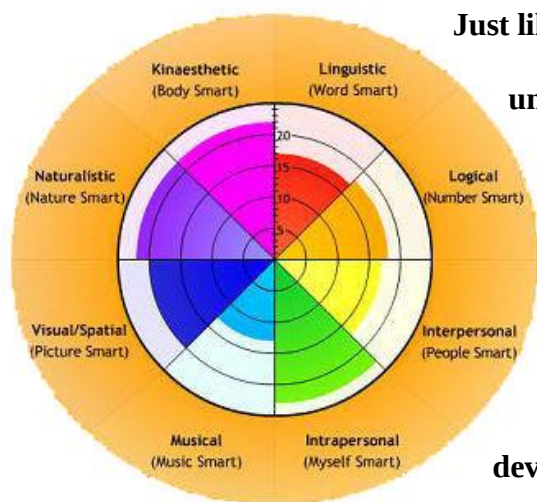
[Eric Turkheimer](#) and colleagues (2003)^[60] studied the heritability of IQ in impoverished US families. Results demonstrated that in small children the proportions of IQ variance attributable to genes and environment vary nonlinearly with socio-economic status. The models suggest that in impoverished families, 60% of the variance in early childhood IQ is accounted for by the shared family environment, and the contribution of genes is close to zero; in affluent families, the result is almost exactly the reverse.^[61] They suggest that the role of shared environmental factors may have been underestimated in older studies which often only studied affluent middle class families.^[62]

Table 6-110 CHC Factor Coverage of the SB5

CHC Factors Included in the SB5	CHC Factors Not Included in the SB5
Gf (Fluid Intelligence)	Ga (Auditory Processing)
Gc (Crystallized Knowledge)	Glr (Long-Term Retrieval)
Gq (Quantitative Knowledge)	Gs (Processing Speed)
Gv (Visual Processing)	
Gom (Short-Term Memory)	

Furthermore, if the truth of our sons' foster parent's motives and deeds are ignored, so as not to have to arrive at this crucial understanding, then surely it is not logic dictating this "cognitive analysis", but other factors.

The Stanford-Binet Intelligence Fourth Edition that was used on our boys is said to be based (like the Stanford-Binet Intelligence Fifth Edition) on the Gf-Gc theory of intelligence which recognizes that crystallized abilities (Crystallized Intelligence - GC) is but the realization of original potential based on experiences and environment.



Just like in physics potential energy remains inactive until some force acts upon the object to transform it into kinetic energy, a child could possess the best mind yet it will always be but a shadow of what it could become if not subjected to the appropriate conditions that are essential for its development.

Example: If an eight year old does not know how to read because he was raised in an illiterate environment is he learning disabled? Can he be compared to a child who has had all the necessary opportunities to learn how to read and still has been unable to do so?

Do not the attitudes present in a child's environment towards learning have the power to develop or hinder a child's G-D given potential. If so, then the question that should be asked is this one: If our main accuser has been trying to label our eldest son with a

Model for the Fourth and Fifth Editions of the Binet Scale

The model for the latest editions of the Binet (Figure 9.7) is far more elaborate than the Spearman model that best characterized the original versions of the scale. These versions incorporate the *gf-gc* theory of intelligence. They are based on a hierarchical model. At the top of the hierarchy is *g* (general intelligence), which reflects the common variability of all tasks. At the next level are three group factors. *Crystallized abilities* reflect learning—the realization of original potential through experience. *Fluid-analytic abilities* represent original potential, or the basic capabilities that a person uses to acquire crystallized abilities (Horn, 1994; Horn & Cattell, 1966; Horn & Noll, 1997). *Short-term memory* refers to one's memory during short

condition that indicates poor intelligence, will she have an earnest interest in seeing him

continue to develop and learn? Despite her endless pretenses, logic dictates that this cannot be the case.

Fluid intelligence (Gf) or fluid reasoning is the ability to solve problems and to think logically in novel situations. It is considered independent of acquired knowledge (though obviously the two must co-work together), for logic is used to analyze problems as they arise, so that it is not something pre-learned or premeditated. Fluid intelligence also serves to identify patterns and relationships that support the problem, and is said to include pattern recognition, problem solving, and learning. It is as a result generally associated with abstract reasoning and problem solving.

Crystallized intelligence (Gc) relies on acquired knowledge as it involves the ability to use knowledge, skills, or experience. Though it obviously must rely on long-term memory to use at any moment knowledge obtained it is not considered to equate memory or knowledge, but the ability to use those factors.

Crystallized intelligence is said to be indicated by a person's depth and breadth of general knowledge, vocabulary, and the ability to reason using words and numbers. Of course it should be taken into account whether the child really does not know vocabulary or whether the child refuses to use it for some reason. Sometimes children do not show what they really know under certain circumstances. How a child's abilities are received, and whether they obtain him recognition, determines whether he will make an actual effort to show what he knows or to learn new things.

Furthermore, if Wencito forgot vocabulary (or now refuses for some reason to use it) that he once knew in Spanish and French, then it proves that the vocabulary score is not truly an accurate reflection of his true abilities, or how he was before, because his vocabulary

can be forgotten through lack of practice in his present environment (Ana does not like to talk Spanish much, though she knows how to speak it, and she never taught her daughters how to speak it), or suppressed through conditioning.

Crystallized intelligence is said to work in interaction with fluid intelligence, which makes sense because analysis of problems are based on whatever knowledge we have acquired that will enable us to formulate a plan of solution.

The system of processing information requires the possession of knowledge in certain areas in order to enable it to confront and solve a complex problem. Therefore, by increasing a child's learning, the potential functioning of information processing increases.

Though we do not believe in many of the psychological theories that we have studied, as they seem to deny the fact that apart from general intelligence and cognitive abilities there is a higher level of awareness in man which cannot be measured as its origin is from G-D (Job 32:7-9).

This is the reason why some people may possess intelligence to a reasonable degree yet not have any wisdom. For learning may increase and develop intelligence but it cannot lead to wisdom unless one uses the acquired learning as a basis for analyzing reality at a deep level with the expectation of positive transformation.

This is why 2 Timothy 3:7 says "Ever learning, and never able to come to the knowledge of the truth."

It should be noted that the Swiss developmental psychologist Jean Piaget (to whose conception of operative learning and intelligence the theory of fluid and crystallized intelligence has been linked) himself stated that intellectual development is like an upward expanding spiral in which children are constantly reconstructing ideas that were formed

earlier with new concepts of a higher order acquired at a next level, thus nurturing the development of gradual complexity through the reinforcement and enhancement of simpler concepts.

In other words, learning is a progression of learned concepts that used previously acquired knowledge as a basis for its upward expansion. But what happens when this natural pattern is reversed by unnatural circumstances?

If a child's learning is forgotten or suppressed, how can this gradual intellectual progression continue as before?

How can a child built upon what has been destroyed, especially when the key factor in fueling that progression (the love of learning) has been extinguished?

We do believe that all learning and even spiritual development (which cannot be measured by tests) follow a path of gradual progression that leads to betterment.

We however are not in agreement with this psychologist's (Piaget's) concept of fixed developmental stages such as the sensorimotor, the preoperational, and concrete operational stages. Perhaps there might be some children who fit in these categories, but we feel that it is always dangerous to generalize as each child is born with a unique

personality.

- *Sensorimotor stage*: from birth to age 2. Children experience the world through movement and senses (use five senses to explore the world). During the sensorimotor stage children are extremely egocentric, meaning they cannot perceive the world from others' viewpoints. The sensorimotor stage is divided into six substages: "(1) simple reflexes; (2) first habits and primary circular reactions; (3) secondary circular reactions; (4) coordination of secondary circular reactions; (5) tertiary circular reactions, novelty, and curiosity, and (6) internalization of schemes." [12]

We personally have experienced in our eldest son traits from birth and up to the age of three that are not compatible with the functions and traits indicated within these fixed and rigid stages.

Wencito As A Newborn Around 1 Week Old Crying Because His Pacifier (Visible To The Right) Had Fallen Out.



Our eldest son would do something remarkable as a newborn.

We noticed that at first when we would place a pacifier in his mouth it would be constantly falling out as he was always laid on his back. He would tilt his head sideways and cry helplessly until we once again would place the pacifier in his mouth.

Then we noticed that he started holding his pacifier in order to prevent it from falling out of his mouth. Surely some logic was being used there as the baby knew that if he held the pacifier with his little hands it would not fall out again.

At the age of two, and at three more still, he showed the ability to use logic and to solve problems. Wencito from an early age showed to be sweet tempered despite having been a bit colicky as a newborn because of his sensitive stomach. At age two he would grab us by our heads and make us kiss each other while he looked at us smiling. After he had made us (his parents) kiss several times, he would place

Wencito As A Newborn A Few Days Later, Realized That By Holding The Pacifier By Himself It Would Not Fall Out! Notice His Little Pinky Extended To Hold It In Place. We Were Surprised That At Around 2 Weeks Old He Would Realize This. He Also Seemed More Alert Than Most Babies That Age.



his little face between our faces so that each of us would kiss one of his cheeks, all the while displaying what can only be described as an angelic smile.

Such tender behavior we found to be remarkable at that age. Prior to his removal he would place his toys in Galileo's crib to give them to him, which at times concerned us because Wencito had some toys that were for older children.

So Wencito was definitely not selfish at the age of two and three. He was always so sweet, though at times if something did not come out perfect as he wanted he could get frustrated (he's a perfectionist).

He was nevertheless sweet, always wanting to learn and to create, and persistent in anything he wanted to learn. So we disagree with the obviously erroneous notion that small children start using logical thinking at age seven which is considered the start of the concrete operational stage.

- *Preoperational stage*: from ages 2 to 7 (magical thinking predominates. Acquisition of motor skills). Egocentrism begins strongly and then weakens. Children cannot conserve or use logical thinking.
- *Concrete operational stage*: from ages 7 to 12 (children begin to think logically but are very concrete in the thinking). Children can now conserve and think logically but only with practical aids. They are no longer egocentric.

When it comes to learning, attitudes are key to the outcomes of a child's educational journey. Our attitude towards learning is determined by what concepts we form of its importance and proper role in life. Now, of course we can argue that all life consists of learning, and that whether we wish to or not we are automatically learning every day.

This is not necessarily the case always, for even if we are presented with the opportunity to learn in our daily lives, what determines whether we will learn or not are the concepts that we have formed on the nature of learning, and on the relevance that it bears to us.

While some learning may occur at a semi-unconscious level, learning for the most part is a highly conscious process that requires a mutual and favorable relationship between stimuli and responses. In several learning theories the nucleus of understanding, the acquisition of concepts, is the recognition of the associations that exist between stimuli and responses. It is common knowledge that not all stimuli are positive, for there is such a thing as a negative stimulus. However, when considering the formation of concepts one must focus on the particular relationship that exists between stimuli and responses.

When a child initiates a stimulus and receives a negative response, they will form the concept that said stimulus is negative (whether in reality it be so or not).

Stimulus (according to our belief) is an initiating force that can strengthen or diminish the promotion of something. This natural process can be used either in a productive or in a destructive manner. To understand nevertheless, how it can be truthfully applied to the situation of our sons, as well as to the reality of educating children, let us use a simple formula which we have contrived for the purpose of furthering the necessary appreciation of this crucial process.

First we must understand that responses are uninitiative in nature, and serve only as the ever varying reflection of the perceptions that are made of initiative forces.

Stimulus will be represented by St. The concept being promoted or demoted will be represented by (P7). The symbol (+7) will represent the strengthening of the factor being described, whereas (-7) will represent a diminishing (or weakening) of the factor being described.

Negative responses will be represented by (R-), and positive responses by (R+).

The word "or" will be represented by this symbol $\wedge$, and the word "and" by the widely known symbol $\&$. The word "will" will be represented by an arrow.

Stimulus will strengthen or diminish a concept.

St $\rightarrow (+7) \wedge (-7) (P7)$

We have already explained previously on page 13 of this report how the intensity of a stimulus upon a child is essential for determining the outcome of that child's learning capacity, which in turn determines the magnitude of change realized in the child.

We devised a formula shown on that page which goes like this:

Intensity of Effort = Intensity of Stimulus $\rightarrow$ Learning Capacity $\rightarrow$ Magnitude Of Change Achieved

The new formulas which we have created are shown below. These formulas can be used in a negative or positive way to promote something. In order to effectively promote something one must demote it's opposite. This process need not always be sinister, though it at times can be used for ignoble purposes.

Positive Example:

To promote virtue one must demote sin and vice.

Sinister Example:

To promote ignorance one must demote learning.

So it is vital to understand that the formation of concepts is inevitably tied to either the promotion or demotion of something.

In order to demote a concept and bestow on it a negative appearance the following formula applies:

Stimulus will cause a negative response and the concept is demoted (or diminished)

St -> (R-) & (-7) (P7)

In order to promote a concept and bestow on it a positive appearance the following formula applies:

Stimulus will cause a positive response and the concept is promoted (or strengthened)

St -> (R+) & (+7) (P7)

When a positive or negative response to a stimulus is manifested, it creates an association in the mind of the person initiating the stimulus. These associations form the concepts that we have of what is good or bad. The views formed by these taught concepts can vary from person to person and at times may not be morally accurate, but faulty concepts are nevertheless valid concepts to those who do not recognize their fallacy.

Though this process may encounter resistance in its usual operation within a mind with firm beliefs and established concepts in certain areas of awareness, children generally can easily be molded to form certain concepts through this process.

A lack of stimulus can be accurately considered as a negative response, for just as a response is not an initiative force, lack of stimulus does not initiate anything, and can only promote the negative. Lack of stimulus is perceived, and so can lead to the lack of stimulus in a child.

Why does a lack of stimulus only promote negativity? The following examples will clarify:

Examples:

1) If you stimulate a child to do good things, you promote the positive.

If you stimulate a child not to do bad things , you promote the positive.

If you do not stimulate the child to do anything with regard to ethics, you promote the negative.

2) If you stimulate a child to want to learn, you promote the positive.

If you stimulate a child to not want to learn, you promote the negative.

If you do not stimulate a child to do anything with regard to learning, you promote the negative.

In other words not to stimulate a child is as negative as teaching him faulty concepts, and indeed lack of stimulus can be used by a person who is not well meaning to even reinforce the implantation of erroneous concepts.

Intensity of stimulus determines a child's learning capacity as already previously discussed, so if a child is not stimulated to learn he will not learn.

Likewise, if a child shows any effort to learn (a stimulus on his part) and is met with a negative response, the concept that learning is good will be diminished in his perceptions.

Therefore a lack of stimulus can equate the outcome of demoting a concept through negative responses:

Stimulus will cause a negative response and the concept is demoted (or diminished)

St -> (R-) & (-7) (P7)

This sadly has occurred in the case of our sons. Children need to be shown recognition for their efforts in bettering themselves (a positive response), as well as stimulated to continue to exhibit those efforts. The child's need for a recognition of virtues is not due to an insecurity in the child, but rather it is an affirmation of his inborn dignity which demands to be valued for his worth. Indeed this is a rational expectation that continues into adulthood, though the inner strength that comes with the passing of years enables one to persist in positive behaviors and traits even when they are not given their rightful recognition.



Children however, for the most part, still have not developed that steely determination, and need positive responses (when deserving) to reinforce the formation of positive concepts. One must bear in mind that discarding the spiritual dimension which comprises a significant portion of a person's total makeup, will mean a profound loss of insight into the learning process that cannot be purely explained in biological and environmental terms.

Good nutrition and its biological effects, as well as a nurturing environment will help someone learn better and reinforce their willingness to learn, but it will not help us to understand why all children are born with that eagerness to learn (which unfortunately can be cut short through lack of stimulation), or what makes a child who has not yet known corruption WANT to do good.

That divine spark that G-D has placed in each person, that great potential for spiritual awareness that reflects our potential to serve G-D.

That desire to be better in a positive sense which can sometimes during the journey of life become hazy in essence and make us inadvertently err.

These vital components that help us to understand the roots of the learning process, and indeed the true purpose for which learning exists, cannot be explained in its entirety while blind to the role of Biblical-based spirituality in human purpose and destiny.

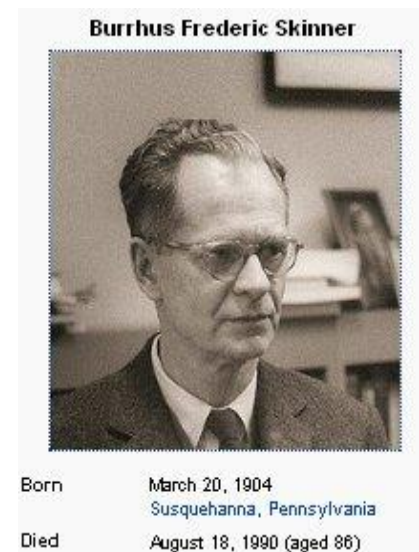
The still relatively modern field of Psychology (less than 200 years old) with its rigid and ever purely physical approach has failed to decode the essence of man because it denies the purpose and roots of that very essence.

As is typical of the pro-evolutionary mind frame that pervades in much of psychology's theories and beliefs, the psychologist Burrhus Frederic Skinner (1904-1990) stated that were it not for the complexities of environment there would be no differences between humans and animals in their basic mechanisms of learning concepts!

Not surprisingly, when we did research on the man it was noted that Charles Darwin had been one of his influences on his work.

How long will this so-called science which is only an influential genre of faulty philosophy, continue to plague an already overly secularized society which can only continue to worsen under the influence of its godless, anti-Biblical views?

Will humans continue to deny the unique complexity of potential that abides within them, and which gives them their special worth in G-D's eyes, in an inexplicable irrational zeal to equate ourselves with animals?



If it is a sign of enlightenment to equate ourselves with animals, would it be equally enlightening for animals to equate themselves with humans if they would have the intellectual capacity to do so?

It sadly seems that modern society is fulfilling the words of the Bible as shown in the following passages:

Romans 1:21-23 "Because that, when they knew G-D, they glorified HIM not as G-D, neither were thankful; but became vain in their imaginations, and their foolish heart was darkened. Professing themselves to be wise, they became fools, And changed the Glory of the incorruptible G-D into an image made like to corruptible man, and to birds, and four-footed beasts, and creeping things."

Romans 1:25 "Who changed the truth of G-D into a lie, and worshipped and served the creature more than the CREATOR, who is Blessed for ever. Amen."



A reconstruction of *Australopithecus afarensis*, a human ancestor that had developed bipedalism, but which lacked the large brain of modern humans

Is not that what all these newfangled theories, which have nothing to back them up, save the prestige and influence of those who formulate them, have done?

To deny the G-D given spiritual essence of man who was made in HIS image, as well as man's spiritual needs, and the reality of such a state as spiritual health, in order to reduce man in his own perception to the status of a complex animal akin

Sharks' Sixth Sense Related to Human Genes

By **Ker Than**, LiveScience Staff Writer
 posted: 07 February 2006 01:29 pm ET

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The same genes that give sharks their sixth sense and allow them to detect electrical signals are also responsible for the development of head and facial features in humans, a new study suggests.

The finding supports the idea that the early sea creatures which eventually evolved into humans could also sense electricity before they emerged onto land.



An archaic shark whose head

to monkeys, sharks ,and
 other animals.
 Does not modern society
 revere animals more,
 by seeking to equate
 themselves with them,

instead of revering G-D by celebrating the fact that mankind was made in G-D's image?

The most closely related extant animals to humans are chimpanzees and bonobos. These are equally closely related to us, as they share a common ancestor together more recently (~1 million years ago) than they share a common ancestor with humans (~6-7 million years ago).

The various gorilla species are the next most closely related to humans, sharing a common ancestor with humans, chimps and bonobos ~10-12 million years ago.

Complexity of environment may affect the differences in learning visible within the human

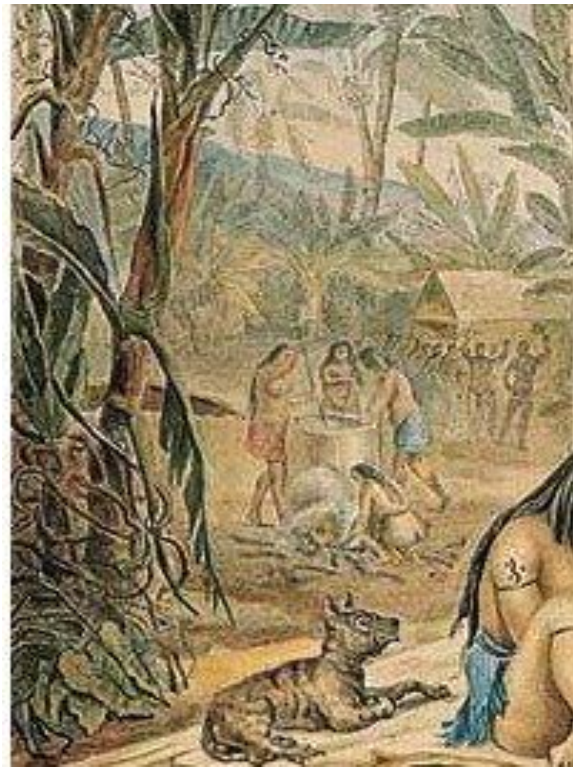
species, for an example:

an indigenous tribe of the Amazon perhaps may not have learned sophisticated concepts known elsewhere in more sophisticated societies, not because they are incapable of learning those concepts, but because their environment lacks the complexity needed to promote them, and perhaps other factors prevent that complexity from being gradually obtained by them (such as geographic isolation).

That Skinner is considered one of the most influential psychologists of the 20th century while having possessed these views, having been greatly influenced by Darwin, and having been an atheist, goes to show how psychology and its offspring psychiatry, are



founded on godless doctrines denying the unique spiritual and intellectual complexity of man who was made in the image of G-D (Genesis 1:27), in order to persist in an undue reverence towards Darwinian perceptions.



The natives of the Amazon do not live in what can be called a highly complex society, yet any complexity that their tribal jungle society exhibits is solely due to that special spark of awareness and intellectual potential that so separates humans from animals.

Put a group of humans in a jungle where animals live, and return in a century. In all likelihood the humans will have organized themselves into some sort of society possessing a certain degree of complexity, while the animals will still be living as they always have.

If complexity of environment determines the differences that exist between humans and animals in the basic mechanisms of learning concepts, as Skinner so erroneously said, then

how come the Jaguars or the Dwarf Caiman crocodiles of the Amazon are not cooking their food over a fire, building houses, or making clothes and jewelry for themselves? They live within the same environment as the Amazon tribes, so surely they can learn the concepts needed to



make these things, if Skinner's views are correct.

Why is it that only humans have religious beliefs? One never sees an animal exhibiting religious beliefs, yet humans throughout history in every part of the globe have had some system of religious belief.

Can it be because humans have spiritual needs, because G-D created man to worship HIM, and to be able to contemplate the spiritual (unlike animals)?

Even though many societies throughout history have erred in their pagan beliefs, it has only been because that spark of the divine within man has been twisted through ignorance, and has made him channel his G-D given awareness of the spiritual through the wrong path (pagan beliefs) in a vain effort to satisfy spiritual needs which only the G-D of Israel can fulfill.

The question is, that if man has spiritual needs, and man's constant search for religion since ancient times confirms this, what happens when those needs are not met?

Atheism after all, when you look at it through the prism of thousands of years of human history is a relatively new social fad. The term was first used in the late 18th century to describe someone who did not believe in the one True G-D (the G-D of Israel), but the term did not really become wide spread in usage until the arrival of the ultra-secular

20th century. Most people living before the 20th century were horrified by the term atheist and considered the term an insult.

Skinner was born in Susquehanna, Pennsylvania to Grace and William Skinner. His father was a lawyer. His brother Edward, two and a half years his junior, died at age sixteen of a cerebral hemorrhage.

Sadly, the coming of the

He attended Hamilton College in New York with the intention of becoming a writer. While attending, he joined Lambda Chi Alpha Fraternity. He wrote for the school paper, but as an atheist, he was critical of the religious school he attended. He also attended Harvard University

20th century brought with it an increase in crime, immorality, the breakdown of the traditional family unit, and an epidemic of dysfunctional individuals.

What happens when man's spiritual needs are not met and even denied? What happens when the concept of spiritual health is jeered at and given the same significance as an old wives' tale?

Perhaps many of the so-called mental disorders that plague society today are really caused by a spiritual malnutrition, a black hole within the person at living a life that at times can even be physically pleasant but spiritually devoid, and so lacking in any real meaning.

This social tragedy did not of course happen overnight. In the late 1800's psychology began to extend its grip on a gullible society that was seeking to solve problems in ways that would reflect modernity, believing that what was novel was always best.

Psychology at around this time began to market itself as a legitimate scientific field that could be relied on to solve societal problems.

They considered nothing outside their domain. Schools, streets, and ports of immigration were within their modus operandi (method of operation).

The question that should be asked by the descendants of the naive generations who wholeheartedly accepted these soulless doctrines of a purely biological man with no spiritual dimension is this: Is society, now 130 years later, purged of these societal

ills, or overly afflicted by thrice more problems than a century ago? Were there frequent school shootings a century ago, was there so much widespread vice and promiscuity lack of ethics, and hedonistic attitudes?

What has psychology given us, except a poor replacement for Biblical guidance, and a country where 20% of children are on potential mind-altering drugs!



A Study At How Subtle Psychological Manipulation Is Manifest In The Wording Of This

Evaluation In An Attempt To Misrepresent Concealed Realities

Notice on page 4 of Wencito's evaluation, that when speaking of Wencito's supposed inability to speak the evaluator says:

"When he was retrieved from his parents' home in December 2008, Wenci was not communicating verbally."

Within this small section the careful manipulation that up to date has successfully managed to misrepresent situations in an attempt to conceal the actual reality, can be observed by studying the wording of the above statement. The above statement is false and extremely misleading, while hiding all that deceit behind what is perhaps a grain of truth. It is quite possible that Wencito, who was only a toddler, felt so intimidated by what was happening that he did not say anything to the strangers who took him. However, this statement seeks with careful wording to disguise the probable cause of Wencito's silence.

First, we are appalled at the usage of the word "retrieved" in this sentence. Considering that "to retrieve" means "to get back, to regain, or to restore", we would like to know how absolute strangers can "retrieve" what was never theirs, and what is in fact illegally being taken from someone else. Such a word is purposefully being used to subconsciously condition the reader to think that we have no claim to our own children.

It is meant in the reader's mind to alienate our violated rights as parents from the tragic aftermath that occurred to our sons.

You can only "retrieve" what you once had, not what you never had before.

Furthermore, notice how the evaluator says that Wencito was "retrieved" from " his parents home". Why does the evaluator choose that wording?

Was not it Wencito's home too? This is no coincidence. It is a psychological ploy meant to subconsciously condition the reader by disassociating the fact that this was the child's home too, from the negative consequences that resulted from that child's removal.

In fact, all throughout this dishonest evaluation paper there is not one single reference to the fact that this was Wencito's home.

On page one of this evaluation it says " Wenceslao was removed from his parents' care ..."

and then immediately goes on to list several disgusting lies which suggest a total lack of care. Here we see another example of psychological conditioning on the subconscious of the reader while dexterously misrepresenting the situation by giving credibility to lies.

Once again, the words " parents' care" are purposefully placed in that paragraph in order to nullify its reality with the false accusations that follow.

Why did not the evaluator use the words "Wenceslao was removed from his parents"?

Because, that would automatically reveal to the reader that there was a rupture within the parent-child relationship, and that the child might have suffered as a consequence of it. For master manipulators like Ana Dickenson and DCYF (and allies) it is imperative that the magnitude of the traumatic and illegal event which took place not be fully understood.

If instead of saying "removed from his parents" they write

"removed from his parents' care" and then viciously attack the quality of that care,

anyone who reads this evaluation will see the child's removal as something positive, and will not associate the negative consequences which resulted from that removal with the removal itself, but rather with some other non-existent cause (such as learning disabilities or emotional/social problems). This is exactly what Ana wanted. The fact that there was no investigation is proof in itself that the abuse and neglect charges are nasty lies.

Ana learned from her 2006 attempt at taking Wencito away from us, that an investigation would be an impediment to her goals. Wencito was not taken from us in 2006 precisely because THERE WAS an investigation. So for her and the agencies which she contacted, the best course was to take the children without an investigation, and then fabricate lies afterwards to perpetually prolong our separation from our children.

Of course since everything is based on lies we have to be prevented from having REAL due process, because a REAL court would instantly recognize the illegality of all that has occurred. Even in the fake court created by DCYF the phony child abuse and neglect charges were dropped on May 12th 2010, yet we continue to be separated from our sons because now they are classified as "Special Needs" kids, and the trial was changed from a "Abuse/neglect" trial to a "Special Needs" trial!

Only "removed from his parents' care" and "retrieved from his parents' home" are used in this evaluation when referring to the action that has so disrupted our sons' lives.

Why the reluctance to state that our son was removed from HIS home? Because that would make the reader instantly understand the possible reason for the child's behavior.

The fact that the evaluator, after stating that Wencito was "retrieved from his PARENTS' home" immediately goes on in the same paragraph to downplay the reality of

what our sons have suffered by stating on page 4, 3rd paragraph,

"I was unable to find any data to suggest that persistent language delays and impairments result from losing parents, whether through removal by an agency or, worse, by death", shows her motive for the misleading wording.

Through the downplaying of traumatic events she is already revealing the reason for which she used the wording "retrieved from his PARENTS' home", instead of "taken from HIS home".

The words "retrieve" and "parents'" are meant to camouflage a reality that would reveal the tragedy that occurred , and how it inevitably impacted our sons.

The psychologist must know that she is being dishonest in her representation of the events which caused our sons' removal and exposed them to the perilous circumstances which sadly followed such an unjust action. Manipulation and indirect psychological conditioning are really the only "skills" which most psychologists possess (though we are open minded enough to believe that there might be some rare exceptions).

We personally find it outrageous that the very REAL impact on the lives of two toddlers removed from THEIR home should be so shamefully minimized in order to suit the needs of those who for the preservation of their own agendas do not want the truth of what occurred to be understood.

Furthermore, the connections between removing two toddlers from THEIR home, and placing them with a stranger who obviously abused them, only to then have them deported to another country without their parents, and placed in the hands of the unloving person who was responsible for ALL their trauma, is not portrayed.

Trauma does hinder speech and academic development, as we have likewise done research on this. So does living in an environment where there is no love or stimulation, such as is their present environment.

A child who experiences the death of a parent may experience great grief and trauma, but those negative factors are gradually neutralized (though not totally eliminated) by loving, supportive family members. One cannot generalize a child's reaction to a parent's death, for it depends on how close the child was to the parent, what age the child is (an older child would be able to cope better, and a small baby would not understand what has occurred).

Ana is an old woman who has her own husband and children, and look at all that she did because my husband moved far away, at how she also falsely accused in 2006 because she felt that my husband did not visit her enough, and how she passionately seeks to ruin every relationship which my husband has with a woman (she ruined another relationship of my husband's before he met me). So if an old woman can behave like this if she does not have her father chained to her, why is it so hard to understand how two toddlers who cannot care for themselves can be negatively affected by the abrupt removal from their parents whom they were close to?

Nobody in their willful blindness seems to think that there is anything wrong with Ana's needy behavior and her obvious obsession with my husband, so why do those same blind people think it abnormal that two small boys be affected by such an ordeal as they have gone through? Our sons' behavior is totally normal for the circumstances in which they unfortunately find themselves in.

Our children were very close to us, because they were with us ALL the time. Wherever we

went, they went. Wencito was at an age at the time of his removal, when he could appreciate what had occurred , yet at the same time he needed us more than would an older child.

Being removed from one's parents to be placed in the hands of unloving and even abusive people, and then to be subjected to the conditioning of someone who has the worst intentions at heart, is even worse in some aspects than a child who loses his parents to death at an age which makes coping easier, and who has the genuinely loving support of extended family who are fit for being good role models.

Our sons are not even valued as people at present, but are being used as pawns (objects) in an intense and strategically-based effort to destroy our marriage, our family unity, and any possibility for having a normal, peaceful life without the unwelcome and damaging interference of meddling people.

Psychology's Legacy On Modern Day Public Schools

The U.S. Public school system has become increasingly unstructured and undisciplined while all the while becoming more bureaucratic in its operation. The schools place more reliance upon school psychologists, school social workers, and the "Special Needs" programs (which increase school funding from the government), instead of focusing on good, competent teaching, discipline, and the innovative presentation of challenging curriculum. Less focusing on tests, and more emphasis on promoting love of learning and mastery of subjects should be aspired to.

One of us works as a teacher's aide in a public school (the father), and the other has extensive experience tutoring children prior to marriage (the mother), so we base our statements on things witnessed within the public school system, and seeing how children learn, as well as on research.

School social workers actually attend and participate in teachers' meetings. It is our belief that social workers have no place in a teachers' meeting which is supposed to be for deciding curriculum or discussing teaching techniques. Teachers should focus solely on teaching, and expanding the curriculum to include competent instruction in music and art, which has been known to boost scholastic performance and increase self-esteem.

Self-Esteem

Learning music is hard work, but also very rewarding, which can lead to a genuine increase in self-esteem. This can happen when a student masters the many steps along the way to becoming proficient, as well as when they have a successful recital or concert.

Increased Memory

One of the many benefits of music education is that it is a great workout for increasing memory as the student learns to recognize the different notes.

Self Expression

Music can be a creative outlet for self expression. This may take the form of learning music that mimics experienced emotions. Or it may be expressed in creating music and lyrics, which can then be presented to family and friends.

Most public schools however lack real instruction in music and art education. Apart from there being a shortage of music and art teachers, when there is a music teacher the children are kept entertained singing songs but never given any real instruction, as one of us has witnessed in Providence Public schools.

[Public schools lack quality art education | The Daily Beacon](#) 

- [Traducir esta página]

Apr 8, 2010 ... Recently I was speaking with a friend who is doing an **art education** program through the Knoxville Museum of Art called "Meet the Masters.
dailybeacon.utk.edu/showarticle.php?articleid=56655 - En caché

Despite having access to the internet which can aid in

[133 schools lack music teacher, 121 lack art teacher ...](#) 

- [Traducir esta página]

Dec 8, 2009 ... 133 schools **lack** music teacher, 121 **lack** art teacher ... in schools by Paul Socolar; Local artists say power of **arts education** could benefit whole city by Paul Socolar ... Adequate **public schools**: how much do they cost? ...
www.thenotebook.org/.../133-schools-lack-music-teacher-121-lack-art-teacher -
En caché - Similares

providing online instruction in classrooms in everything from

Latin to music instruction,

mainstream literacy has worsened, and even college seniors know little more than high school graduates of 1955.

(CNSNews.com) - The college seniors of today have no better grasp of general knowledge than the high school graduates of almost half a century ago, according to the results of a new study.

The average of correct responses for modern college seniors on a series of questions assessing "general cultural knowledge" was 53.5 percent compared with 54.5 percent of high school graduates in 1955, according to a survey by Zogby International.

The Zogby poll of 401 randomly selected college seniors was conducted in April for the Princeton, N.J.-based [National Association of Scholars](#) and released Wednesday.

"The average amount of knowledge that college seniors had was just about the same as the average amount of knowledge that high school graduates had back in the 1950s," said NAS President Stephen H. Balch.

Notice that in the 1950's there was no obsession (such as nowadays) for standardized testing. Yet the high school graduates of 1955 knew more or less what many college seniors now know. Children took tests of course, but the sole reason of schooling was not to prepare children to take standardized tests, but rather to actually help them to learn in a long-term sense. Consider that in 1955 the amount that was spent on tests was

\$7 million (adjusted to 1998 dollars). After forty-two years, and a world away from the well disciplined classrooms of that epoch, the amount spent on tests in 1997 was \$263 million. If one analyzes the gradual increase in test expenditure in relation to the decline of music and art instruction in schools, as well as the absence of certain subjects common in 1950's schools such as Latin and home economics (sewing and cooking), it appears that the broad scope of education has been greatly narrowed down in order to promote maximum conformity to test content. It seems that nowadays, scholastic achievement (or the lack of) solely consists of a number obtained on a test (which on many an occasion has been incorrectly scored), rather than love of learning and a willingness to apply that quality to a lifelong pursuit of knowledge. So a number assigned by a test scoring machine becomes a person's badge of worth, as is typical of a statistics-crazed, yet soulless society, where everything seems automated, even

potential. Harcourt isn't alone. Other companies are constructing flawed tests, administering them improperly and scoring them incorrectly, according to lawsuits and education department records in 15 states.

SAT Error

In March, Pearson Assessments, a unit of London-based Pearson Plc, the world's biggest educational publisher, had to explain to high schoolers across the U.S. that it had erred in scoring about 5,000 SAT college entrance exams because its scanners couldn't read answer sheets that had expanded from humidity.

<http://www.bloomberg.com/apps/news?pid=newsarchive&sid=a59HIzwHdhXY>

A Company called the Psychological Corporation belongs to the Pearson Company, which is one of the four testing companies that dominate the testing industry. The Psychological Corporation publishes the Stanford Achievement Test (among other tests), and also have

machines which score school tests.

Here we see how the field of psychology, through the use of intelligence tests that were developed initially for ignoble purposes (as will be explained later in this report) have managed to infiltrate the school system to such an extent that school social workers and psychologists, as well as intelligence tests (be it IQ tests for placement, or standardized "achievement" tests) have more sway in school administration and curriculum planning than teachers.

The American Recovery and Reinvestment Act of 2009 includes over \$80 billion in additional federal funds for pre-Kindergarten to 12th grade education.

With such a lack of instruction in the arts, and in other useful academic subjects (such as the classics, foreign languages apart from Spanish and French, etc.) abounding in most public schools, where is all this money going? Perhaps the screenshot shown below can clarify a bit how enormous sums of money is producing a low quality education that is strictly limited to a few hard core subjects that form the bulk of standardized test material.

The modern school system's obsession with testing has led to a more limited curriculum which means a limited exposure to ideas and concepts, and in short a limited education.

Fact 7. The time, energy, and money that are being devoted to preparing students for standardized tests have to come from somewhere. Schools across the country are cutting back or even eliminating programs in the arts, recess for young children, electives for high schoolers, class meetings (and other activities intended to promote social and moral learning), discussions about current events (since that material will not appear on the test), the use of literature in the early grades (if the tests are focused narrowly on decoding skills), and entire subject areas such as science (if the tests cover only language arts and math). Anyone who doubts the scope and significance of what is being sacrificed in the desperate quest to raise scores has not been inside a school lately.

Of course the increase in testing expenditure is monetarily beneficial for the companies that dominate the testing field, just as the demand for performance tests like the Binet test

(which later will be discussed more in depth) is beneficial to the psychologists who administer these tests.

One big concern that seems to loom large over the Public School System is the ever growing involvement of big business in the running of, and the policies pertaining to Public Schools. Business magnates such as IBM's Lou Gerstner and others have attended National Education Summits, which are meetings in which politicians, some educators, and influential business leaders decide on public school reform. Ross Perot and Lou Gerstner have made standards a high profile issue during these summits. Further analysis would show that the background of the Bush Education Plan, and the origins of the standards and accountability movement are the product of big businesses lobbying for these measures. Many educators have defended big business involvement in Public Education by saying that because they are a part of the community its a good thing that they want to get involved. However, supposedly being part of a community is too flimsy a reason for exercising such profound influence on any public institution, especially when one is prone to private interests.

Furthermore, can it be said that anyone who is not personally affected by the actions of the Public institution whom they so greatly influence, is truly a part of that community?

All of these business magnates who are lobbying for so-called higher standards and more testing have children who go to expensive private schools. If Public Schools fail, their families will not be affected personally. Is it fair that they should have more influence and say in what policies Public Schools adopt than the parents of the children who attend those schools?! Is that even democratic? Somebody who is not going to be personally affected, deciding on something that is going to affect you and your future while you have no say!

How come no parents of public school children attend these summits? While its true that many parents are lazy when it comes to involving themselves in their children's education, or even in taking an initiative to decide how they want their children educated, there are still some of us parents who take our role as principle educators of our children seriously. Ironically, it is parents like us, who highly value learning, and who wish to promote that value to our children, who end up having our parental rights stripped from us.

Nevertheless, despite the growing lack of parental involvement, why are parents not invited to these summits? Perhaps because they are not important enough for those who espouse private agendas under the guise of public concern. One does not have to recall that far back to remember how big business involvement in Public Schools led to junk food selling vending machines being installed in those very schools when they succumbed to the apparently enticing offers of commissions from these companies.

The vain attempt used to defend business interference in Public School policy making by tracing it's supposed origin to the mid 19th century (as can be read in the link below) only seeks to take advantage of a present state of unawareness within mainstream society with regard to historical matters. Serious business interference in Public Schools began around the 1980's(in some places like Boston in the 1970's) and expanded gradually.

In the 19th century schools were funded by the local community who participated in its running.

<http://www.pbs.org/wgbh/pages/frontline/shows/schools/standards/business.html>

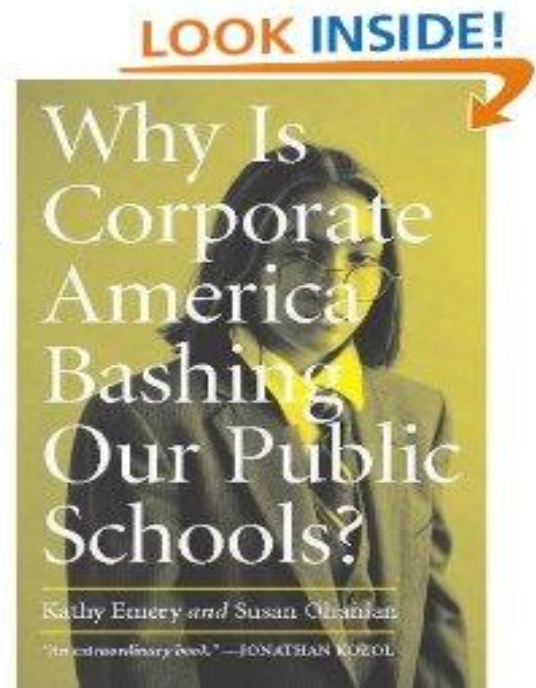
Szasz against child psychology and psychiatry (mentions psychology in schools-link below)

<http://video.google.com/videoplay?docid=2886651913988671356&hl=es#>

Many have written of this issue more eloquently and more detailed than we, including Dr. Kathy Emery, author of the book "Why Is Corporate America Bashing Our Schools?" which can be found at this link:

http://www.amazon.com/Corporate-America-Bashing-Public-Schools/dp/0325006377/ref=sr_1_1?ie=UTF8&s=books&qid=1271288263&sr=8-1

As a community's ability to influence in their own schools is limited, so their parental rights eventually run the risk of being violated. When I and my husband ponder that at this point we ourselves have no influence over our sons' education, desiring so greatly to exert that G-D given right to influence, the below screenshot showing what has been going on at a North Carolina school for a long time already, really does not surprise us, though we are surprised that many do not really realize how wide spread this problem is.



Education: Everybody's Business Coalition (EEBC). In 1991, the business community of Charlotte, North Carolina, founded the Charlotte-Mecklenberg Education Foundation (CMEF) to be able to help the district implement state-mandated systemic reform. One of the effects of such reform in Charlotte was the elimination of community influence in educational decisions. Two manifestations of this (and perhaps two halves of the same walnut) were the end of Charlotte's historic desegregation plans and the creation of a publicly funded Education Village for the children of those working in IBM's corporate headquarters.

Business Influence on the Schools at the Local Level Introduction (link below):

http://www.educationanddemocracy.org/Emery/Emery_chapter4.pdf

While widespread standardization signifies more revenue for testing companies and psychologists, it has many negative consequences for children, teachers, and society as a whole. Children are robbed of their inborn curiosity to learn, and begin to equate learning with anxiety (therefore with negative experiences) at being subjected to constant testing.

It also distorts the true purpose of learning in the child's mind, as he comes to think that testing is the sole reason for learning rather than self-betterment and enlightenment.

Children may never get to discover areas in which they might be gifted in because the curriculum is so limited due to the intense emphasis on tests.



Teachers feel overburdened by the testing requirements, and those who are truly competent (for sadly not all teachers are) are deprived of the opportunity to inspire and challenge their students through innovative learning.

When teachers feel overwhelmed they will not be as attentive to their students, and it may also affect the mood in which they teach, which in turn serves to further discourage the students who cannot sense that joy of learning which is vital for its propagation.

Teachers become de-skilled (as explained in the screenshot below) because they lose all originality in their job, or the ability to think for themselves and likewise inspire their pupils to think for themselves.

McNeil concluded that not only does standardization de-skill teachers and dumb down students, but it “restratifies education by race and class” (p. xxvii). According to McNeil, this happened within the context of the long-standing and intractable correlation of test scores with socio-economic status.¹⁰ As a result, administrators insisted that the teachers in “under-performing schools” substitute curriculum they had developed with “test-prep” materials. Teachers in white affluent schools, in which there was less anxiety about the students’ abilities to pass the state tests, were allowed to continue to teach curriculum that didn’t separate out “the basics” from “higher-order thinking.” McNeil has observed the development of two curriculums in the Houston school system

The limited curriculum is set out, its contents solely dictated by the designer of the tests, and so it becomes the only compass to find knowledge that these unfortunate children have.

This is the "legacy" of psychology on our confused society. Understanding this, we are not surprised when a superintendent of schools in Henrico County, Virginia defended the business-like approach of many modern "educators", as well as standardization, by saying that it is not business, but social psychology on organizational behavior to increase "productivity".

Superintendents seem to talk the language of business. [We interviewed] Mark Edwards in Henrico County, [Virginia]. He talks about how "We're running this, we're looking at investments and we're looking at the bottom line." Is the language of business appropriate for education -- test scores as the bottom line?

There was a period in time when businesses were not doing very well. ... And they went to the social psychology literature, they went to the literature of organizational dynamics and organizational behavior, and they found methods of doing things, which really converts to the question of, "How do you arrange for the human beings in the organization to be more productive?" So they benefited from this. ...

Now we say, "This is business." It isn't actually business. This is social psychology, and how you create more dynamic movement in the organization that is pushed forward by people. So I don't consider this to be business practices. I consider this to be good practices based on the discipline of organizational behavior. ...

First, we resent when he uses the term "psychology" as if it were some great antithesis to business, when anyone with a shred of common sense will know that psychology IS a business, and a booming one at that (though not necessarily a productive one in the positive sense). The screenshot of the info below written by a psychologist with a private practice gives an estimate of how much money is made. Of course those employed by government agencies and institutions such as DCYF and public schools make more, as they have a steady clientele funded by the government.

1) How much should I charge?: Establish your rate by finding out about what other psychologists in the area charge per unit (insurance company language for "hour"--usually 45-50 minutes). Psychotherapy Finances (a publication that does a national survey yearly) recently indicated mid-western psychologists charge in the neighborhood of \$100-125 per hour on the low end to upwards of \$185-200 on the high end (doing this from memory so actual statistics may vary). In my private practice office that has three psychologists, the charges range from \$150 to 165 to 185 per unit. Set your rate based upon your overhead (which can be

Sadly, it seems to have escaped this man's notice that limiting something (in this case education) is not the best method of organization, and that one cannot increase productivity in what one has just diminished!

Some organization is of course present in this system of standardization, but organizational efforts are only as useful as their reasons and motives.

Therefore, any organization which is aimed at disorganizing something infinitely more vital (educational freedom and the dissemination of knowledge among the populace) should be considered a destructive force.

Why We Do Not Believe In These Intelligence Tests And What Their Origins Are

In the shady world of Intelligence Tests the names of three individuals stand out for the influence that they have had in promoting this statistical mode of reinforcing inequality under the pretenses of societal improvement.

These individuals are Francis Galton, Alfred Binet, and Henry Hubert Goddard. All were believers in evolution and two of them (Galton and Goddard) were renowned eugenicists and atheists.



ALFRED BINET



FRANCIS GALTON



HENRY H. GODDARD

“INTELLIGENCE” TEST PIONEERS

The very implementation of these tests in society was done so with the intention of promoting the ideals and beliefs espoused by eugenics. The notions that there are "superior" groups of people (though what exactly constitutes that "superiority" seems to differ according to the needs of convenience), who deserve to live, and to reproduce more than others.

It marvels us, while at the same time provoking indignation, how the ideas of such disturbed individuals have been allowed to exert an almost tyrannical power over the lives and destinies of so many.

We will be discussing these three individuals in this section of our report.

The individuals who will be discussed in this section have contributed to the present day mind frame that has been used to jeopardize our sons with false labels.

The path to our society's present sorry state has been long and rocky, as the darkness that has descended upon society's capacity to reason first had to assume the appearance of that which was truly contrary to its nature. The pitiful result being blind people who fancy themselves enlightened.

Ironically, the "science" of modern intelligence tests and the theory that underlies most of the field was started by a wealthy Englishman called Francis Galton (1822-1911), who had several nervous breakdowns during his life for nonsensical reasons (not a very stable person), who a phrenologist (someone who studies head shapes and its supposed link to personality, future, and mental capacity) had said was not suited for a life of the mind, and who doubted the existence of G-D (he was an agnostic).

In light of all of this, it is little wonder that so much truth with regard to genuine human nature evades psychology's superficial and animalistic view of man.

When Galton argued in published newspapers that people inherit good or bad mental characteristics which dictate their success or failure in life, why did he not recall the wild partying and carousing of his youth, or his multiple nervous breakdowns, one of which left him locked up in his house for three years?!

Galton's first nervous breakdown was due to the fact that he found out that there were others who were better at math than he was. One would think that the rational approach would be to simply study more mathematics, in order to become as proficient as his rivals rather than have a nervous breakdown.

genetics, statistics, criminology, and...
measuring humans. Galton was intellectually tremendously fecund, and he contributed, even defined, many of the debates, tools, and constructs of modern psychology.

"Whenever you can, count," Galton would often say, an attitude perfectly designed to found a field about counting, ranking, and measuring people.

Galton also was highly strung. As a young man, he suffered a nervous breakdown after studying mathematics at Cambridge University, when he discovered there were better mathematical minds than his. His father wanted him to return to his medical studies, which Galton had done in his teens, but he didn't have much heart for it, and when his father died and left him a fortune, Galton quit university life altogether.

Galton had his second nervous breakdown after reading Darwin's book

"On The Origin Of Species". This nervous breakdown lasted three years!!!

Galton, but the process was long and...
The unorthodox ideas that began to form in Galton's mind after reading *On the Origin of Species* caused a three-year nervous breakdown. He convalesced at home, obsessive and anxious, barely able to work, and unable to meet friends for dinner in public. So when Galton wrote late in life that Darwin's book made "a marked epoch in my own mental development," it was an understatement: it was sufficiently life-altering to keep him home for three years.

When he recovered, Galton began to argue in published papers and in public that people inherit good or bad mental characteristics

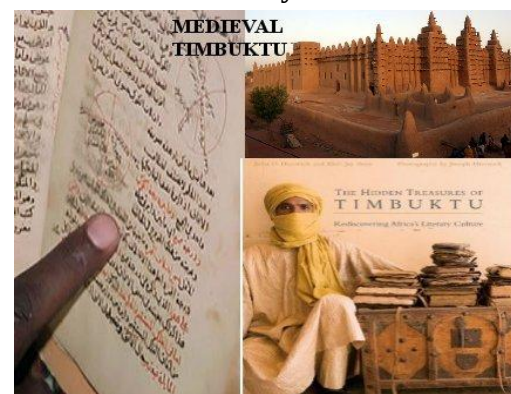
Not content with viewing man as a purely physical entity, his evolutionary-obsessed mind went as far as applying theories about physical attributes in animals to psychological ones in humans. Of course, if you believe in the evolutionary theory, you believe that there is no real difference between animals and humans except for a certain level of complexity.

But then again, as evolutionists have stated, within what we call the animal kingdom there are species of animals that are more complex than others. For example, a chimpanzee does appear to be more complex than a frog. So to the evolutionist like Galton, man was just a highly complex animal, whose existence being the result of a freak accident, had no special purpose on this planet.

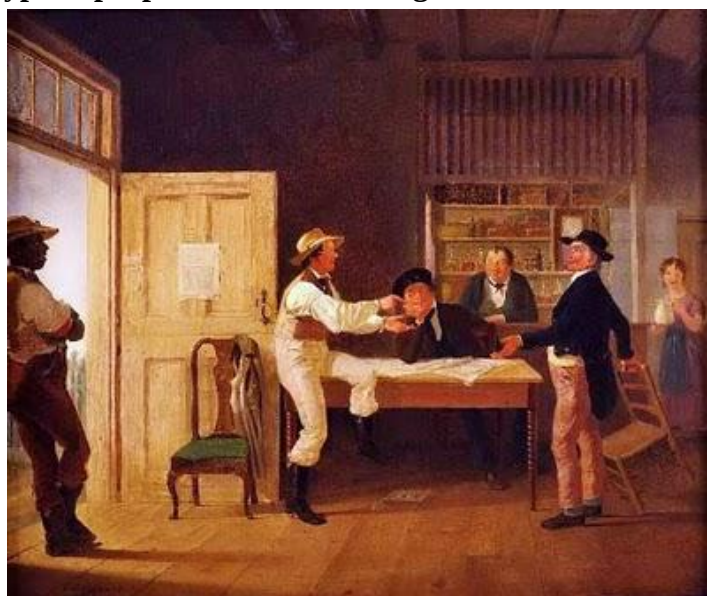
It was this psychology pioneer who first developed the notion of Eugenics, and who incorporated racism into his psychological theories by stating that blacks were innately inferior to whites (obviously he was ignorant of the Nubian civilization, Medieval Timbuktu, the lost kingdom of Zimbabwe, or personalities such as Phyllis Wheatley and Olaudah Equiano).

Link To Medieval Timbuktu Manuscripts:

<http://www.timbuktufoundation.org/manuscripts.html>



Galton also said that Americans had not produced as much great literature as the English, and insinuated that this was due to the genes of the type of people whom had immigrated to the United States. It never occurred to him that English speaking settlements had only begun on North America around 250 years before his time, and that at the time the U.S. was approaching its hundredth birthday.



To compare a relatively modern New World society to the accomplishments of a millenarian Old World culture, whose sole advantage has been time, seems more than a trifle unfair.

These ideas begun by Galton and embraced by psychology (remember Drapetomania, go to this link: <http://en.wikipedia.org/wiki/Drapetomania>) is still reflected in the social-economic discrimination so clearly manifested in the lack of necessary resources available in minority neighborhoods within the U.S., and in persisting stereotypes on the supposed lower intellectual functioning of African Americans and other minorities, which is said to be reflected by performance tests. Tests!! Of course! Just manipulate societal factors that will encourage the likelihood of a specific test result, and there you have your engineered "truth".

Any theory and/or process based on biased notions can only lead to a mirage of the truth. Just like poor nutrition due to poverty or lack of awareness, limited access to good schooling and well equipped libraries in minority neighborhoods, as well as the brainwashing of people within society with stereotypes based on nonsensical discriminatory secular dogma, that states how one should behave, and what one should like according to race, ethnic group, or social class, can produce a certain percentage of African Americans who score poorly on tests, other types of preconceived bias can lead to what can only be called doctored results.

When situations are catered to suit what others desire to portray, rather than what is really there to portray, accuracy goes out the window, and professionalism cannot claim to be such without accuracy.

Ironically, Francis Galton, who was so fond of judging who was fit or not fit to have

children, was apparently found to be greatly wanting (and so unfit) in G-D's eyes, as his 43 year- marriage produced no children. Galton was so obsessed with the notion of superiority also being dictated by physical beauty, yet neither he, nor his plain looking wife were very good looking.

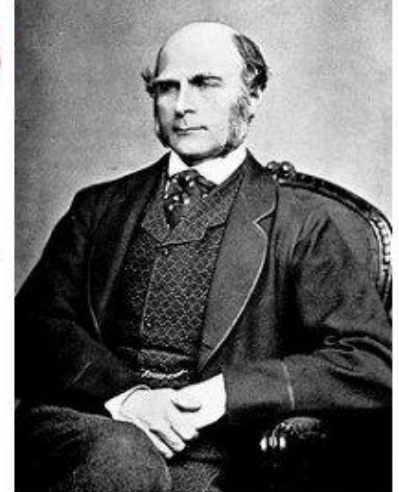
The scanned image below is from the book, "IQ: A Smart History Of A Failed Idea", which we took out from the library to use with this report, and which can be found on the Internet at this link:



Louisa Jane Butler



NOT A VERY
BEAUTIFUL
COUPLE.



& Hubby

Francis Galton

http://books.google.com/books?id=x_qbMO-6ijkC&printsec=frontcover&dq=IQ+A+smart+history+of+a+failed+idea&hl=es&ei=W3nRTJCKAo72swPRub3ECw&sa=X&oi=book_result&ct=result&resnum=1&ved=0CCkQ6AEwAA#v=onepage&q&f=false



He was not just an original thinker, but also a capable tinkerer who devised novel tools and devices to meet his own needs. When working on a "beauty map" of Great Britain, Galton created a number of little wooden and paper caps rigged with metal points that he would place on a finger to count and rate women as he traveled around the country. These small counting devices allowed him to keep a hand in his pocket and secretly poke cross-shaped pieces of paper he had prepared beforehand. Good-looking women would earn a prick on the top of the cross and average women on the arm of the cross; ugly ones were shoved down to the bottom. The results showed London with the best-looking women and northerly Aberdeen with an overabundance of unattractive ones.

Galton invented the term *eugenics* in 1883 and set down many of his observations and conclusions in a book, *Inquiries into human faculty and its development*.^[12] He believed that a scheme of 'marks' for family merit should be defined, and early marriage between families of high rank be encouraged by provision of monetary incentives. He pointed out some of the tendencies in British society, such as the late marriages of eminent people, and the paucity of their children, which he thought were *dysgenic*. He advocated encouraging eugenic marriages by supplying able couples with incentives to have children.

Galton's study of human abilities ultimately led to the foundation of differential psychology and the formulation of the first mental tests.

The inventor of the test that was administered to our unfortunate boys was Alfred Binet, a French self-taught psychologist who was also born into a wealthy family and who also had a nervous breakdown. It is strange when one considers the fact that out of the three founding fathers of Intelligence Tests, two had nervous breakdowns in their lives for what one can only consider to be foolish reasons.

Binet (1857-1911) was born into a wealthy French-Italian family. His parents separated when he was small, and he was raised by his mother in Paris. He was an only child and is said to have been very introverted. In his early 20's Binet had a nervous breakdown for what to many would be the most foolish of reasons... because he was bored!! Binet did not know what to do with his life, he did not have any apparent fixed goals for his life at this time. One can understand that a person may have a nervous breakdown if exposed to extreme stress and suffering, or if a major tragedy occurs, but there is something undeniably incomprehensible about a pampered young rich man, who is living a tranquil suffering-free life, having a nervous breakdown just because he does not know what to do with his abundant leisure time. We believe without doubt that excessive convenience breeds weakness, and so having been victimized by the advantages of his wealth, we can see that Binet was not a very strong man emotionally and mentally.

At the turn of the twentieth century, the intelligence test was saved by Alfred Binet, a Frenchman who fell into psychology quite by accident and who failed miserably, repeatedly, and publicly until he created the exams that are the foundation of intelligence tests today. At age twenty-two, Binet convalesced in Paris's Bibliothèque Nationale after a nervous breakdown—a rather fitting recuperative locale for a young, independently wealthy intellectual. His emotional collapse came after years of educational meandering and uninspired study. Like many young men and women who are presented with too much choice and not enough direction, Binet had

Nevertheless, Binet did recover from his nervous breakdown, and fortunate for him, there were no psychiatrists nearby to drug him up in an effort to “accelerate” his recovery.

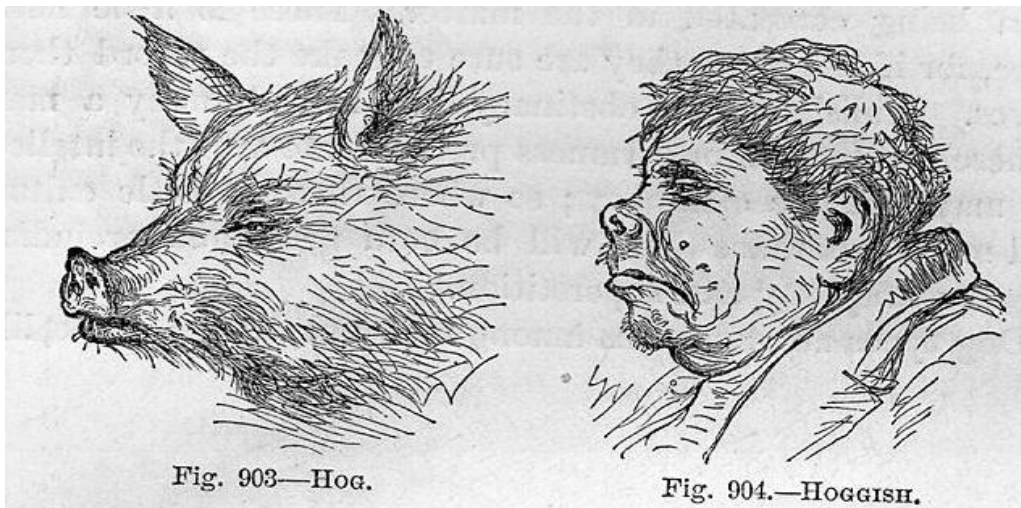
After his recovery he began to delve into psychology. Since he was wealthy he could devote all his time to pursuing this interest of his.

Binet read some of Francis Galton's works and was influenced by him, and though he is not known to have been a eugenicist, his test nevertheless became the prime tool for implementing the doctrine of Eugenics within a gradually more gullible and eerily obliging society. Binet was a believer in evolution, and one cannot deny that evolutionary concepts would have had an impact on his theories. When he analyzed intelligence he was firmly entrenched in the notion of a physically based intelligence, easily manifested through the physical body. During his investigations, Binet went to the extreme of seeking signs of external intelligence and character by analyzing physiognomy (the form of the face), anagraphy (samples of handwriting). We see the same basic notions at work in those studies, as those that are embodied in the person-house-tree test that was given to our sons (see page 66).

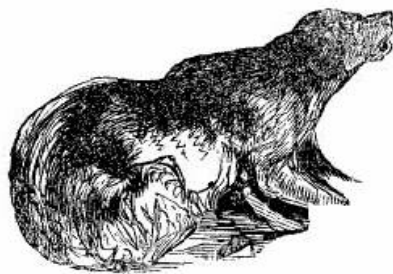
That Binet should have thought that intelligence can be determined (at least in part) by the physical form of some of our body parts is not surprising, considering the more arrogant views of some of his contemporaries, and present day psychology's denial of man having a soul. Such is the arrogance and bias that has tainted the pseudoscience of psychiatry, that in Binet's day one of his contemporaries, a psychiatrist, boasted that he could tell children's intelligence merely by looking at them! Even Binet seems to have been displeased with this psychiatrist's extreme view. Needless to say, the presumptuous

psychiatrist made many errors, a fact which was stated by Binet himself, but think of all the lives that could have been negatively affected by his errors!

If one is to base an analysis solely on external appearances, then it only serves to confirm logic's departure, for what is seen is seen, and requires no logic to discern (unless one is looking at it with the intention of not judging according to it). It is only that which is more profound than the limited perceptions of our five senses that truly challenges our logical prowess. Such concepts lead to discrimination and bias as the image below shows:



served us. That subject is the resemblance between the Irishman and the dog; and the eloquence which we craved (without knowing exactly what we were waiting for) is "Irish eloquence." This is so prominent a trait of Irish character, that if the resemblance



alluded to exists, it must be characteristic of the dog. And

The comparison of animals with humans in order to judge and analyze humans in an effort to determine their potential is typical of the evolutionist mentality, since to those who zealously adhere to the ideas of evolutionary doctrine, man is nothing more than a complex "animal".

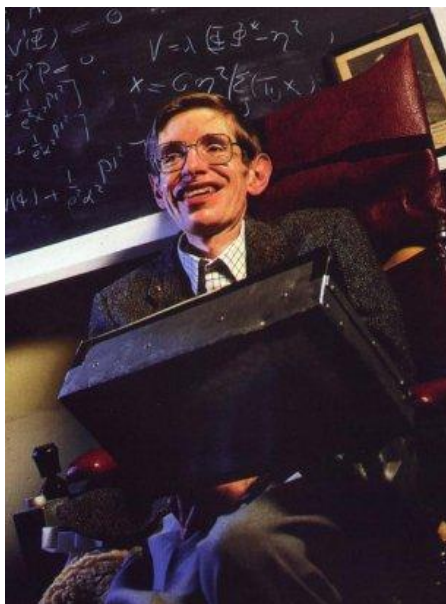
This, of course is preposterous, and merely seeks to scientize bias and discrimination, while

propagating a faulty doctrine which is detrimental to the state of human dignity.

A person's hand shape is in no way related to their mental capacity (even if the person were to have a genuine hand deformity), and a person's handwriting can only reveal how much instruction in good penmanship they have received. Though access to instruction can enhance intelligence, access to instruction is not of itself an indicator of intelligence (as we discussed on page 50 of this report).

Access to instruction only signifies privilege. A person can be brilliant and have less than elegant handwriting.

Let us take for an example the case of the world-renowned British cosmologist (who is also a mathematics professor) Stephen Hawking, who suffers from a debilitating



disease called Lou Gehrig's Disease which has left his body deformed (notice the shape of his hand in the photo above right). Should his mental capacity be judged by the shape of his hand? If we were to judge this man by his physical body, and the appearance which

it exhibits to others, one might be perhaps tempted to think that this man is not very knowledgeable, and that his potential for contributing to humanity is extremely limited. Yet is that actually the case?

Though we believe that his personal beliefs when asked about G-D are erroneous, his intelligence (however



misguided in some aspects) cannot be invalidated by his physical appearance.

Binet considered reasoning a superior mental process and as such it manifests itself in intelligence, in this he is right, though some of the views that he associates with this process are incorrect.

Reasoning can be divided into two categories: 1) Logic based reasoning and 2) non-logic based reasoning.

Even logic based reasoning can be subject to fallibility, but at least a system of logical analysis was employed in the attempt to understand or formulate a concept. Non-logic based reasoning is based on factors that have no use for logical analysis, such as influence (be it conditioning on a child, commercialism, celebrity influence, selfish motives based on caprice rather than real logic, etc).

Logic based reasoning (though still subject to the possibility of error) employs a more thorough system of analysis, and attempts to greatly minimize the egocentric tendencies that can at times stop us from understanding something.

Children, due to their tender age cannot be blamed (no matter how intelligent they might be) for succumbing to non-logic based reasoning through means of conditioning, for logical reasoning must in part be stimulated (such as the development of morals must be stimulated), and lack of stimulation in this area coupled with negative influence being exerted on the child can only have detrimental consequences in the formation of at least some of that child's perceptions.

Part of the problem with psychology is that it focuses too much on behavior and reactions, without bearing in mind that behavior is merely a reflection of circumstances. Behavior is like clay in the hands of life's experiences, to be molded according to what we experience

and how we view those experiences.

Certainly there are standards within the context of behavior that should be adhered to. For just as a molder of clay, despite the ever variable nature of his material, must have some notion of what he will form, there must be always some purpose to our behavior.

Even when behavior reflects a positive or negative experience the purpose of it must be within the realm of communication, with the intention of promoting or demoting the circumstances which are its origin. Behavior derives from circumstances, circumstances from experiences, and experiences are external factors that are molded internally by our perceptions of them.

While as physical beings living in a physical world, our behavior may be affected by the physical world (the acts of other physical beings, natural disasters, physical illness, economic hardships), the root of all behavior is spiritual.

Our perceptions (whether they be right or wrong) defines in our psyche the nature of what occurs to us. This is not to say that if a person truly experiences injustice and perceives it as injustice, that the injustice only exists in their perceptions. While fallibility is an ever present possibility within our imperfect beings, accurately perceived situations only reaffirm what will nevertheless always exist on its own, regardless of our views on them.

The spiritual can be perhaps understood through analogical comparisons to the physical world, but it cannot be controlled by physical means.

Binet, while studying, kept basing himself on his earlier hypothesis stating that perception and reasoning are constructed on the same model. Not all perceptions are based on reasoning, at least not the logical wise type.

We say this because a person who bases their perceptions on bias or selfish motives does so

for a reason, so in that sense there is some type of primitive reasoning involved, but it is not reasoning on a higher plane.

It should also be noted that a child who has been conditioned, such as our boys have been, can have certain perceptions due to influence rather than reasoning. Influence is a much ignored architect of perceptions, and sometimes the influence which exerts authority may be devoid of logic, in which case any perception created by such an influence will be an alien to reason. Influence can only create logic-based perceptions when it bears as part of its makeup the ability of individual systematic analysis, and inspires this ability in the influenced. Here we see how perceptions (the root of behavior) can only be controlled or changed by non-physical forces, for influence is a non-physical force. You cannot touch influence, but you can acknowledge or perceive it.

Furthermore the brain is not a machine for reasoning as Binet thought but rather a machine for maintaining the physical body and its reflexes in optimum function. True reasoning (which is seriously lacking in our age) comes from a heightened awareness bent on always seeking the state of reality. The brain and the mind are not the same thing, though they do work together, just as intelligence and wisdom are not the same thing, yet they must work together to thrive.

So when Binet reinforced his belief in the brain as a machine that reasons, by citing the statement of another psychologist called Wilhelm Wundt (1832-1920) who said

"The mind is a thing that reasons.", Binet was in reality comparing apples and oranges.

The mind cannot work without a functional brain that maintains our bodies and reflexes in a sufficient state of efficiency. This in turn allows us to develop the non-physical counterpart of our physical brain which is the mind.

The mind is at a higher level than our brains, but it must nevertheless work in conjunction with the neurological processes of our brains. If the brain is also the mind, and the brain is enough for reasoning, then how come some people with healthy functional brains cannot rationalize effectively?

Understanding this can avoid misconceptions with regard to intelligence, because a child with a functional healthy brain but an underdeveloped mind due to lack of stimulus, can appear to lack intelligence even while possessing it.

Understanding things in the correct order can be the crucial difference between error and accuracy, for all processes and experiences in life follow a precise multi-step (as in biological life processes) or multi-factor/circumstantial (as in life experiences) order which gives each of them their unique identity.

What distinguishes one experience from another is the way in which it occurred, and the specific order in which the factors/circumstances which comprise the experience manifested themselves.

Example:

If a woman is attached to a man who flirts with someone else before they become seriously involved and then married, she will identify that experience as being different from that of seeing that same man flirt with someone else after they are married. The order in which factors/circumstances manifest themselves within the context of time will identify the nature of an experience.

This is true also for life processes such as biological processes whose precise order of operation distinguish them from one another.

So when Binet stated that mental activity results from images (referring to mental imagery) he was subjecting himself to error by reversing the natural order of a vital associative process. Images derive from mental activity and not the other way around. But then again, by stating that mental activity is the result of imagery one is putting the mind in a position that is highly prone to criticism, in which it can be labeled according to anything which it might visualize. Once again this faulty principle seems to be incorporated in the person-house-tree test that was given to our sons (see page 66).

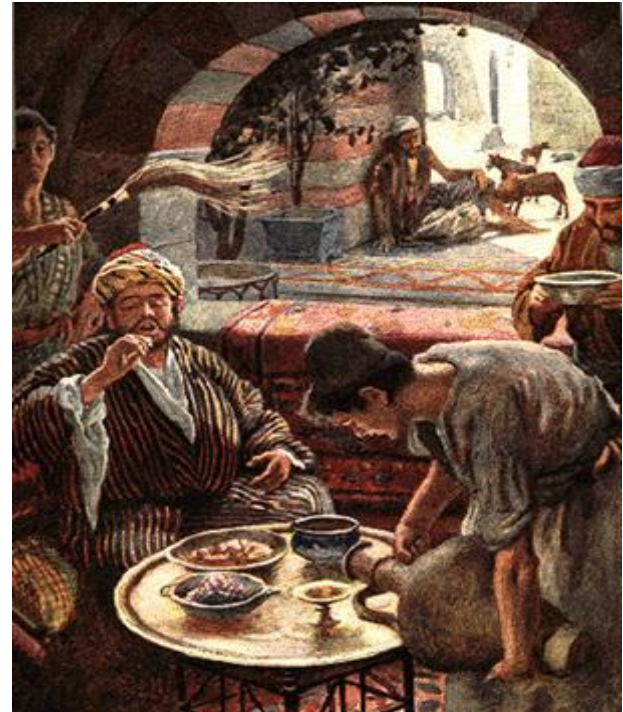
The belief that if any mental imagery can be represented on paper, the imagery can then be a good predictor of mental activity which already took place prior to the formation of the image. A mind must be active in order to visualize things, so images cannot exist prior to mental activity. If one begins any potential analysis with such a serious misconception, and holds the belief that it will unlock the nature of mental function, then time is being invested in the inevitably eludible. What is never truly sought will always elude, and what is sought through improper measures will likewise elude. Due to the erroneous beliefs that constitute the bulk of psychology's teachings, the true nature of man's innermost being remains an enigma to psychologists, only to be replaced by tailor-made perceptions that conveniently conform to a an increasingly secular society.

Binet focused intensely on associationism, and after the publication of his first paper in 1880 he devoted considerable labor to extend the doctrine of association to explain all psychology. Associationism is far from being a fictitious process, and is indeed a very substantial reality in our daily lives. Associations (as we spoke of earlier in this report) leads to the formation of concepts, and associations help us to analyze things in order to better understand them.

In Jewish traditional teaching, when moral truths are taught through means of parables, associations are being used to enhance learning by creating awareness on a previously misunderstood concept.

Of course, the problem is that psychology has twisted this normal and useful mental ability to indicate that its origins are somehow found in biology.

Binet studied biology believing in this connection, so when he studied and contemplated consciousness, he did so within the context of evolutionary belief.



Consciousness has no physicality, and it is not a physiological state. It is a non-physical spiritual state that exists within the confines of physicality, just as our souls exist within the confines of our bodies.

However, just because consciousness may be affected by physical circumstances created by our

bodies or by external physical factors, does not mean that it shares in the nature of what influences it. For something can be influenced by factors that are alien to its nature.

The spiritual cannot be analyzed through the spectrum of the physical world, even if it is necessary to study adequately its relationship to that world in order to fully understand it.

Consciousness is merely the soil upon which awareness is sown. Awareness is not physical in nature, but nevertheless it is molded by concepts that are either governed by the physical

world (such as concepts based on science, mathematics, or other such academic knowledge), or at least influenced by it (such as spiritual and moral concepts that are explained through analogies which use the physical world, including physical functions, as a tool of comparison).

Binet believed much in the use of psychological laboratories. For us the concept of a psychological laboratory is absurd because many observations made in such a setting are based on the overtendency to generalize. If people are unique as individuals (and G-D certainly made them that way) they will respond differently to a given situation.

The difference in reaction does not always indicate an abnormality, but merely the manifestation of individual personality traits.

In his efforts to define intelligence Binet wrote the following:

"I shall strive to judge children's intelligence by special tests."

His goal was to discover a way to distinguish between intelligent and unintelligent children, which led him once again to use his daughters (they had provided the material for three papers published in 1890) for his "L'Etude experimentale de l'intelligence" (Experimental Study Of Intelligence) which was a probing study on personality.

Even identical twins (who are genetically identical) have displayed differences in personality, so imagine the dangerous futility of determining another person's merits according to the personality of another (see page 68).

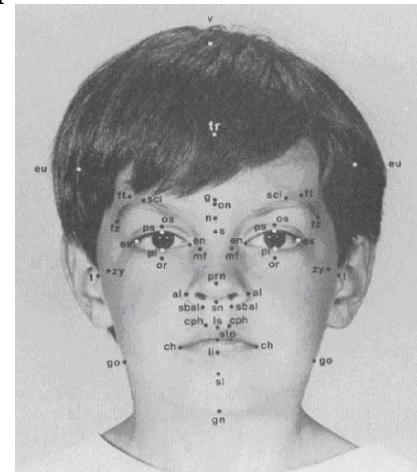
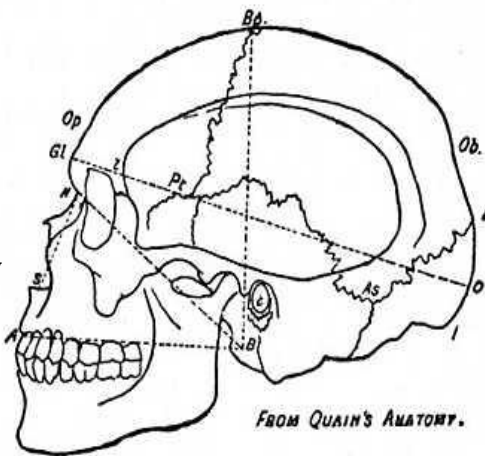
Binet used his daughters (called Marguerite and Armande in his reports) as frequent study subjects. One must admit that there is something wrong in using one's own children as the basis for possibly deciding how other children should behave.

One's child may truly have certain desirable traits, but that does not necessarily imply that all children have to possess those same traits, or if not something is wrong with them.

Perfectly normal children can have less ability in certain areas, be it due to a natural lack of ability, or due to environmental circumstances.

In addition to the physiognomy and graphology which we previously described, Binet also believed in the use of cephalometry (measuring the head) to help assess a person's intelligence.

Once again the notion that there is a physical tangible manifestation of intelligence, born out of evolutionary perceptions, would lead Binet astray from the goal which he so fervently



pursued: understanding intelligence. Binet stated that retarded people can be divided principally into two categories:

- 1) those with heads notably larger than normal, and 2) those with heads notably smaller than normal.

However, there seems to be a problem with Binet's belief, and much contradiction amongst the proponents of the "intelligence being manifested by the appearance of body parts" theory. Francis Galton, whom we mentioned earlier, stated that many of the men that he admired had unusually large heads, yet was confused with regard to the head size-intelligence connection because he himself had an unusually small head (IQ: A Smart History Of A Failed Idea, pg 19). So here we see how both extremes are not indicative of poor intelligence.

Galton may have had many silly notions, strange beliefs, and may have not been very humanitarian, but he did not have poor intelligence (though he did lack wisdom, and he also lacked a moral application of whatever intelligence he possessed).

We can also correctly assume that those whom he did admire were not of poor intelligence. To complicate matters further some scientists says that there seems to be few data which show the relations between brain measurements and external measurements of the cranium.

Even if there were a relation, some studies on well known individuals of notable intellectual capacity also seem to discredit this view of Binet's.

Average Brain Weights (in grams)				Listar toda:
<u>Species</u>	<u>Weight (g)</u>		<u>Species</u>	<u>Weight (g)</u>
adult human	1,300 - 1,400		newborn human	350 - 400

Einstein had a brain that weighed 1230 grams. Since $1230 \text{ g} = 43.3869 \text{ oz}$, that means that Einstein's brain was 2 pounds and 11.38 ounces. The average brain size for an adult human is between 1,300 and 1,400 grams(as indicated in the screenshot of a graph shown above). 1,300 grams equals 45.8561 oz which is 2 pounds and 13.85 oz.

If the person would have a brain that weighed 1400 grams (which is considered within average range) it would equal 49.3835 oz which is 3 pounds and 1.38 oz.

So these calculations alert us to the fact that Einstein had a smaller brain than average.

Likewise, the French author and Nobel laureate Anatole France (1844-1924) had a brain volume just two-thirds of the normal size, and was known to have an extremely small head as the screenshot below shows.

Anatole France (April 16, 1844 October 12, 1924) was the pen name of French author Jacques Anatole Francois Thibault. He was born in Paris, France, and died in Tours, Indre-et-Loire, France. In addition to being a celebrated author, Anatole was also documented to have a brain volume just two-thirds the normal size. · Can we improve this biography or this incorrect? **Post your own bio in the forums**. Explore **books** and **films** about France, Anatole.



In short there have been many gifted individuals who have had small or average size brains. of scholars, scientists, statesmen, and performing artists compared to other ethnic groups. In addition, many exceptional achievers have had smaller or average size brains, such as Walter Whitman, Franz Gall, Paul Broca, Anatole France and Karl Gauss (Gould, 1996). As mentioned, Einstein had 1230 g brain (Neuroscience Letters, 1996) which was substantially

All this evidence only serves to invalidate Binet's cephalometry methods when he used it as a means of confirming intelligence, or a lack of it, and yet Binet himself said:

"When a child according to tests made in class or in a regular psychological examination, appears to have little intelligence, this judgement, always delicate and complicated, can be weighed and confirmed by cephalometry."

As a matter of fact Binet and Simon (with whom he made the first Binet test in 1905) published more than a dozen articles related to cephalometry, and even went as far as to produce norms for the growth of the cranium and face between the ages of four and eighteen. Binet believed in physical signs of intelligence, and used the measurements of the physique (especially the head) as a means of judging intelligence.

The consequences of having a physically oriented view of non-physical traits such as intelligence, morals, and character which are really in the realm of the spiritual and ethereal, can have disastrous results for those who allow themselves to be misguided by such a mentality. Binet would show at times stubborn belief in concepts that had been obviously disproven.

One such example was his belief that graphology (which we mentioned earlier) was still a useful tool in his assessments even when the following fiasco proved its complete futility.

Binet gave graphology experts handwriting samples from the prison files of convicted murderers and mixed up with the handwriting samples of those considered good citizens. The graphologists while examining a convicted murderer's handwriting said that the writer was "generous, socially conscious, and gentle"!

After this Binet admitted that graphology was less advanced in assessing character, but he nevertheless continued to believe that graphology could help determine sex, age, and intelligence!

Why he would believe this after the results obtained from these graphologists defies reason.

Nevertheless, despite Binet's increasingly erroneous stance on intelligence, and his apparent obsession for judging other people's intellectual capacities, he did at times state things that had some merit.

He was right when he said that extreme poverty (which of course leads to lack of opportunity), the absence of fondling, and being played with can negatively affect a child's intellectual faculties, as well as to cause a delay in the awakening of such faculties.

In which case it would not be due to any biological/genetic cause. Though he did not mention abuse and conditioning as additional factors, its easy to see how they might also contribute to environmentally induced delays and stagnant development in academic areas.

Our sons have been exposed since their removal nearly three years ago to all factors described here, with the exception of extreme poverty.

Binet also stated the following statement in 1909 which may have some merit, though we do not feel that it is applicable in all cases:

" We must recognize that intellectual development does not follow a regularly ascending direction, the curve (of growth) has plateaus, and this is normal. From time to time a child stops developing, he rests in some way. Perhaps during this time, the physical organism is growing in its turn, we actually almost know nothing of it."

(Les Idees Modernes Sur Les Enfants- Modern Ideas On Children 1909)

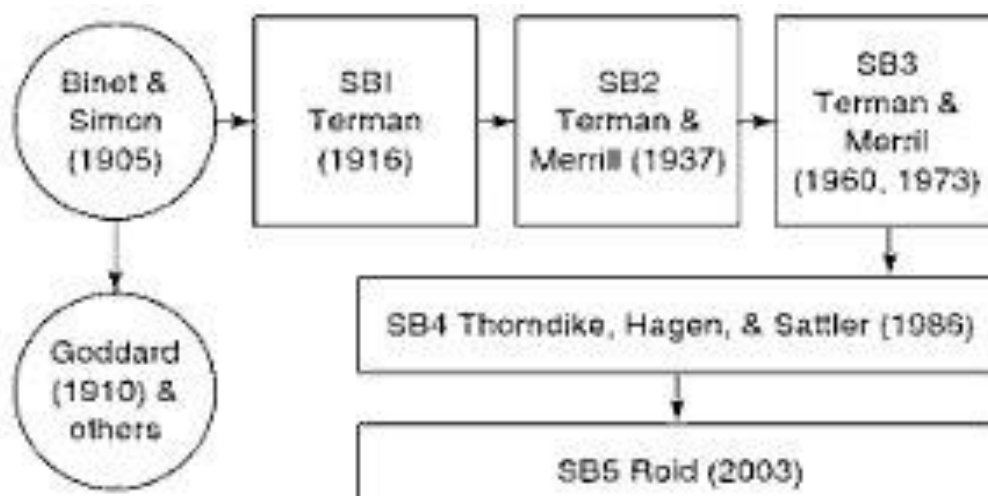
It is ironic that in this statement Binet accurately portrays intellectual development as something apart from the physical organism, and yet during the formation of his intelligence theories he relied so frequently on using that very physical organism as a means of confirming intellect level. Nevertheless, if there is some truth to this statement, which was referring to children in normal environments, one can only imagine how much more intellectual development can cease in an unstimulating and loveless environment, while being fed innutritious food.

Last of all Binet correctly stated that intelligence is not a fixed quantity but can be increased. He said in his "Les Idees Modernes Sur Les Enfants", written two years before his death:

"Some recent philosophers seem to have given their moral approval to these deplorable verdicts that affirm that the intelligence of an individual is a fixed quantity, a quantity that cannot be augmented. We must protest and react against this brutal pessimism; we will try to demonstrate that it is founded on nothing."

Sadly, however, Binet's evolutionary mindset when it came to deciding how intelligence is determined, and indeed his sometimes erroneous beliefs on which factors indicate intelligence, would lead others who shared the same views to develop a more sombre view of how society should function, and would use his test to spread that view.

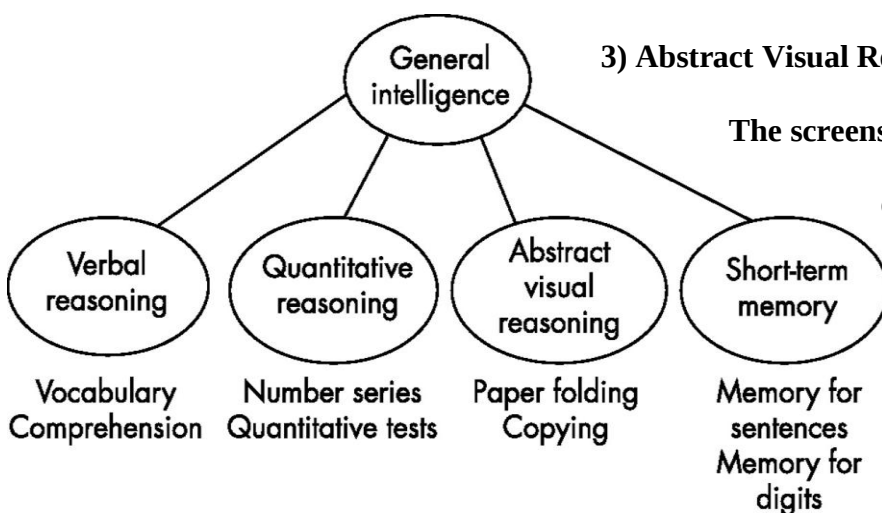
The man who would help Binet create his test was Theodore Simon, who in 1899 proposed himself as a student-collaborator to Binet. Simon was very impressed by Binet's writings, and remained a close friend. In 1905 they both devised the first Binet test, from which are derived all the other versions of the Binet test up to the present day (view screenshot below).



The test is divided into four categories: 1) Verbal Reasoning, 2) Quantitive Reasoning,

3) Abstract Visual Reasoning, and 4) Short Term Memory

The screenshot to left shows more in detail what is evaluated in each category.



The test consist of fifteen tests that are designed with the intention of appraising these four areas of cognitive ability.

Table 3

Read pages 98-99
of this report to
better understand
comparison graph
to the right.

Nonverbal Content of the Fourth and Fifth Editions of the Stanford-Binet

SB IV	SB5
Bead Memory	Nonverbal Fluid Reasoning (Object Series/Matrices)
Pattern Analysis	Nonverbal Knowledge (Procedural Knowledge, Picture Absurdities)
Absurdities	Nonverbal Quantitative Reasoning (Quantitative Reasoning)
Copying	Nonverbal Visual-Spatial Processing (Form Board, Form Patterns)
Memory for Objects	Nonverbal Working Memory (Delayed Response, Block Span)
Matrices	
Paper Folding and Cutting	

The fourth edition test which was given to our sons, among its disadvantages is that it is not as game like as earlier test versions, and it has no toys, which can be a deciding factor in very young children. If the test is less play like and requires concentration in a way that is less attractive for young children, it might be difficult for children who are living in an unstimulating environment with no encouragement, to display the attitude that perhaps is

required to successfully participate in this test.

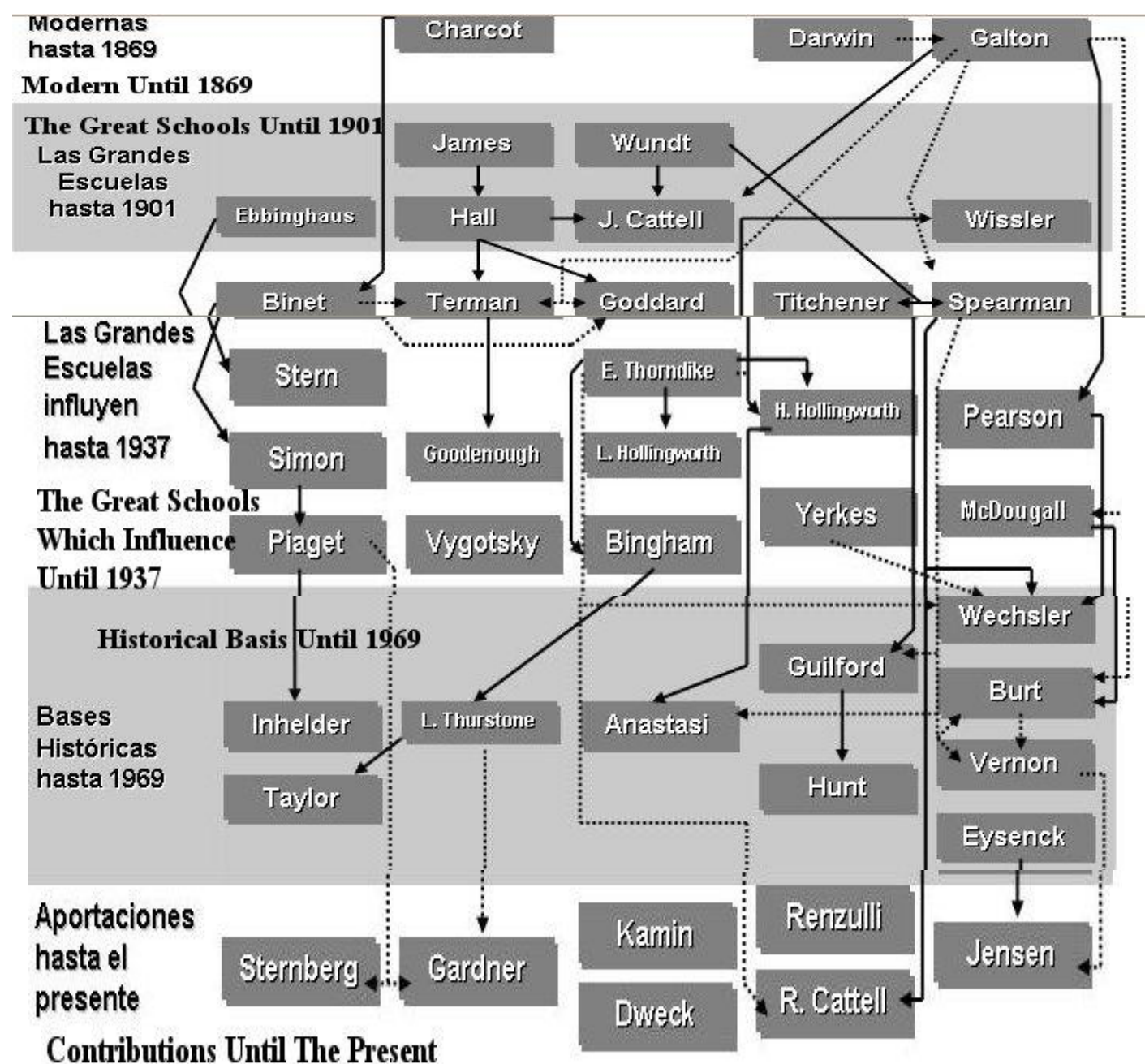
The notion that these tests gained wide acceptance in France is incorrect. While his tests were enthusiastically hailed abroad (most notably among the Eugenicists) they were ignored and even ridiculed in France for some time. The Swiss psychologist and pedagogue Édouard Claparède (1873-1940) wrote the following:

- Less gamelike than earlier versions; yields less information from styles and strategies due to decreased examiner/examinee interaction
- Contains no toys
- Norming sample overrepresents managerial/professional and college-educated adults and their children
- Has possible lack of comparability in the content of area scores at different ages due to variability of subtests used in their computation
- Has psychometric rather than developmental emphasis
- Has standard deviation of 16 rather than 15 for composite scores; $M = 50$, $SD = 8$ for subtests
- Contains subjectivity (examiner preference) when determining subtests used to compute composite score
- Unable to diagnose mild retardation before age 4 and moderate retardation before age 5

"We know well enough that the schools were far from adopting the appropriate measures by which Binet's recent pedagogical psychology could have benefited them. In this epoch (about 1910) the lack of comprehension in school circles, their animosity to Binet's ideas in France, were unbelievable! The famous tests were put up to ridicule."

While we ourselves do not believe in Binet's Intelligence Tests, the excerpt shown above show that his tests were not so heartily accepted in France. Ironically, the ones who did accept Binet's test with fervor were the Eugenicists, who used it as a tool of judging who was "inferior" or "superior".

Note: The below chart on the History Of The Development Of Intelligence Theories And Intelligence Evaluation does not clarify the fact that Binet was an avid reader of Darwin, and believed in his theories.



It is worrisome to think that the main promoter of the Binet test within the U.S. was the prominent American psychologist and Eugenicist Henry Herbert Goddard (1866-1957).

It was he who first brought the Binet test to the U.S. and who translated it into English in 1908. It was also Goddard who played a main role in the distribution of this test, and who also was responsible for the creation of Special Education in the public school system.

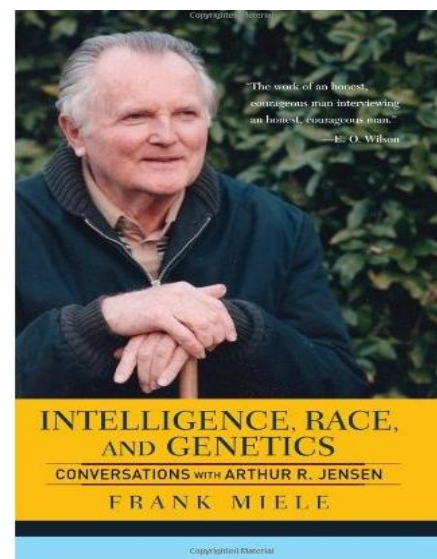
Now, why would anyone who openly expressed the belief that low I.Q. people should be removed from society, by either institutionalizing them, or through forced sterilization, so passionately support the creation of Special Ed in public schools?

Because the role of Special Ed is to segregate so-called "unintelligent" students from supposedly "smarter" ones.

The segregation in schools according to official distinctions of I.Q. would mirror the segregation that Goddard so longed to see in mainstream society. In case one thinks that these views, now so mainstream in psychology (though perhaps in a more camouflaged manner) cannot lend itself to promote other sinister motives such as racial or economic discrimination, one only has to see the link between Galton's views on the intelligence of Africans, and his call for populating Africa with Chinese,

During this time, Galton wrote a controversial letter to the *Times* titled 'Africa for the Chinese', where he argued that the Chinese, as a race capable of high civilization and (in his opinion) only temporarily stunted by the recent failures of Chinese dynasties, should be encouraged to immigrate to Africa and displace the supposedly inferior aboriginal blacks.^[9]

and modern questions about black intelligence, and the insinuations that there are perhaps supposed genetic determinants of intelligence which form predictable patterns according to race.



From Scientific American

Arthur R. Jensen is the psychologist who set off an enduring controversy with his 1969 article in the Harvard Educational Review holding that an individual's IQ is largely attributed to heredity, including racial heritage, and that efforts to boost IQ educationally do not achieve much. Miele, senior editor of Skeptic magazine, set out to "skeptically cross-examine" Jensen on his views. The questions and answers traveled by e-mail, but they read like a conversation. Jensen, now professor emeritus of educational psychology at the University of California at Berkeley, holds that the scientific evidence is stronger now than it was in 1969 that IQ is highly genetic, that race is a biological reality rather than a social construct, and that the cause of the 15-point average IQ difference between blacks and whites in the U.S. is partly genetic. Miele hopes the exchange will enable the reader "to decide for yourself whether Jensenism represents one man's search for provisional, not metaphysical, truth through the continuous and vigorous application of the methods of science ... or a dangerous diversion back down a blind alley of old and disproven ideas, deceptively dressed up in modern scientific jargon."

The psychologist called Arthur Jensen, whose info is provided above, whose picture is provided on the previous page, and who unfortunately is one of the influential figures in modern intelligence theory (see page 155 of this report) is a perfect example of how eugenic ideals still pervade within the pseudo-science of psychology, and how these “intelligence tests” more often than naught serve a hidden ulterior agenda, which can only lead to the undetected scarring of the potential of many people from minority groups, as well as certain socio-economic groups.

Data are presented on racial differences from the norms of the Kaufman Assessment Battery for Children, the recent renorming of the Wechsler Adult Intelligence Scale-Revised, the Stanford-Binet IV, and Raven's Progressive Matrices. The premise of the present article is that, while the one standard deviation IQ difference between Black and White adults has remained constant, IQ differences between Black and White children are declining. These data are discussed in the context of previous studies on possible racial bias of IQ tests, as well as marked changes in educational and economic opportunities that have occurred in the United States in the decades since Jensen's (1969) article.

The screenshot above is from the summary of a psychology article, which at least admits in this article that non-genetic factors affect I.Q. , while mildly acknowledging the possibility that racial bias (and other types of bias) exist in I.Q. tests with the term “possible racial bias of I.Q. tests”, when historical evidence confirms that these tests were first implemented to promote eugenicist ideals.

While Binet was developing his mental scale, the business, civic, and educational leaders in the U.S. were facing issues of how to accommodate the needs of a diversifying population, while continuing to meet the demands of society. There arose the call to form a society based on meritocracy (Siegler, 1992) while continuing to underline the ideals of the white upper class. In 1908, H.H. Goddard, a champion of the eugenics movement, found utility in mental testing as a way to evidence the superiority of the white race. After studying abroad, Goddard brought the Binet-Simon Scale to the United States and translated it into English.

Unfortunately, it never dawned on any of these people that a person's merit is not dictated

by what public opinion conceives of his value, but rather by how he chooses to live his life, and any positive contribution which he can make to society, whether small or large, but within the framework of Biblical teachings.

About 80 years ago, some Americans expressed the belief that racial differences in average IQ scores are based in biology. On average, Jews scored below non-Jews on IQ tests in the 1920s. This was used as an argument against Jewish immigration. "America must be kept American," proclaimed President Calvin Coolidge as he signed the 1924 Immigration Restriction Act (quoted in Gould, 1996 [1981]: 262). More recently, African Americans have on average scored below European Americans on IQ tests. Some people say this justifies cutting budgets for schools in the inner city, where many African Americans live. Why invest good money in inner-city schooling, such people ask, if low IQ scores are rooted in biology and therefore fixed (Herrnstein and Murray, 1994)? However, the people who argued against Jewish immigration and better education for inner-city African Americans ignored two facts. First, Jewish IQ scores rose as Jews moved up the class hierarchy.

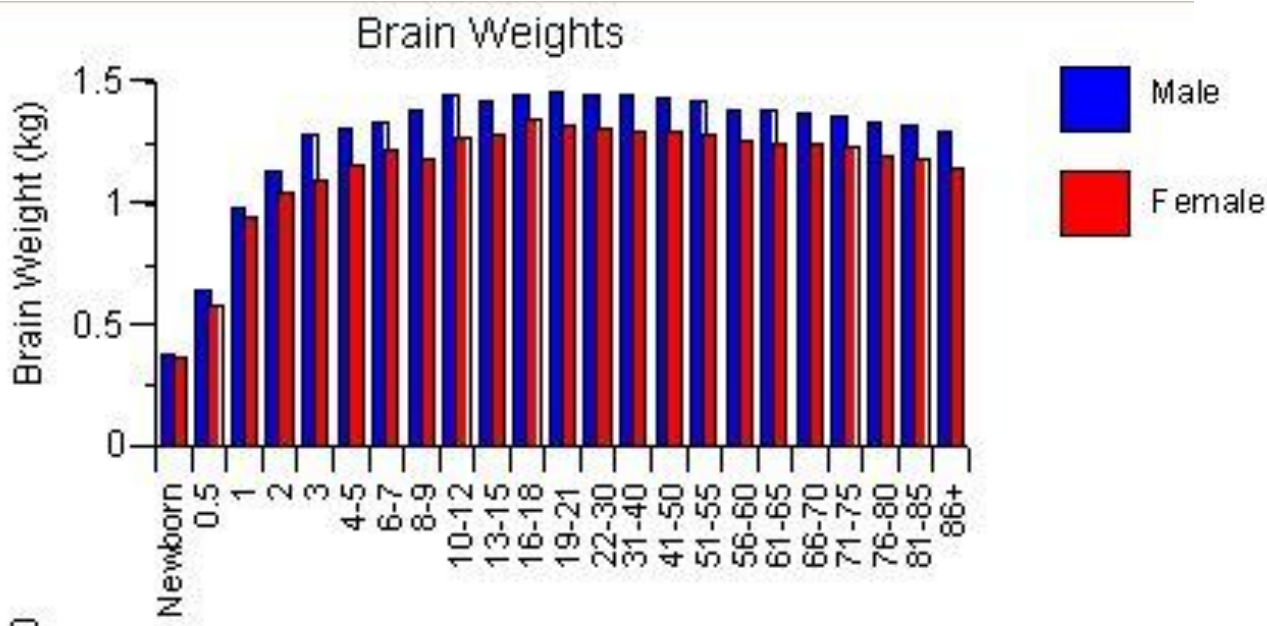
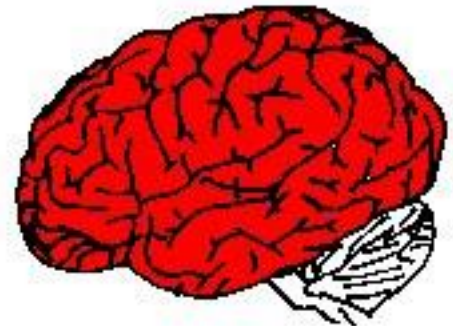
The above screenshot shows how I.Q. tests were used as a basis to promote discrimination against European Jews (mostly Eastern European) and non-Jewish African Americans (there are black Jews as well which is why we used this term) more recently.

Notice, that intelligence is the capacity to learn, and as a mental capacity is not physical, it is not determined by racial genes, though it can be influenced by cultural and/or societal factors. The genes that determine one's race may affect one's external physical appearance (though internal organs and body functions are more or less the same for everyone), but a brain is a brain, and there is no such thing as a racial brain with differences based on race. Brain size may vary, but it does not prove the veracity of the notion of a racial brain. Many factors that are not related to race may affect brain size, such as gender, age, nutrition, consumption of certain substances like alcohol (alcohol decreases brain size), body stature, and environmental factors.

Human males have larger brains than women, yet that size difference does not indicate an intellectual superiority in all males. The average adult male brain weighs 11 to 12% more than the average adult female brain. Newborn males are also born with larger brains than newborn females, as the screenshot below shows.

Differences in Total Brain Size?

Almost all studies show that at birth, a boy's brain is bigger than a girl's brain. At birth, the average brain of boys is between 12-20% larger than that of girls. The head circumference of boys is also larger (2%) than that of girls. However, when the size of the brain is compared to body weight at this age, there is almost no difference between boys and girls. So, a girl baby and a boy baby who weigh the same will have similar brain sizes.



A study that was made on 100,000 subjects comprising of 19 years olds who had been subjected to the Dutch Famine of 1944-1945 during fetal growth showed that despite having smaller brains due to limited nutrition, they were slightly more intelligent than those who had had normal nutrition.

The Daily Telegraph which is a paper in the United Kingdom has even stated that research found that contraceptive pills increase brain size!

While we do not believe in the use of contraceptive pills as they contradict Biblical teachings, and feel that one cannot discard the possibility that these studies might have been partly influenced by pharmaceutical companies trying to promote its use

Does the Pill make brains bigger?

 Share  Save  RSS

Wednesday August 18 2010

"Contraceptive pills increase the size of certain parts of women's brains, improving memory and social skills", reported *The Daily Telegraph*.



among unsuspecting women (especially as previous research has found a link between increased breast cancer and contraceptive use), the statement nevertheless acknowledges the recognition that changes in brain size are caused by factors that do not have to do with race.

Some of these researchers that are supporting this contraceptive-brain link have concluded that sex hormones have a

“tremendous effect” on brain structure.

Even if this were true however, it would not be wise to use these pills thinking that one is going to be smarter as a result, as brain size is not an indicator of



[black intelligence n\(2\).img assist custom.](#)
407 × 220 - Are differences in performance on standardized tests indicative of ...



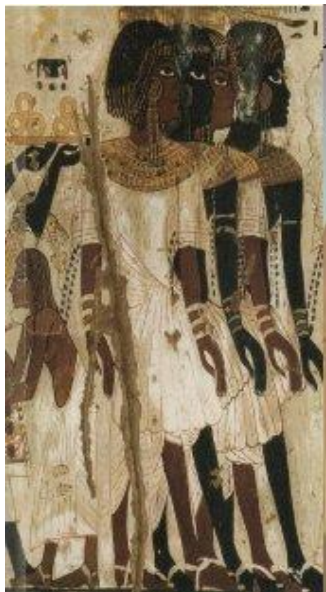
Are differences in performance on standardized tests indicative of differences in intelligence? Are differences in intelligence, in turn, rooted in genetic difference? Are the genetic determinants of intelligence distributed in predictable patterns along racial lines? Finally, are race-based discrepancies in mean intelligence brute biological facts, impervious to social or technological efforts to alleviate them?

intellectual superiority as shown earlier in this section of our report and below.

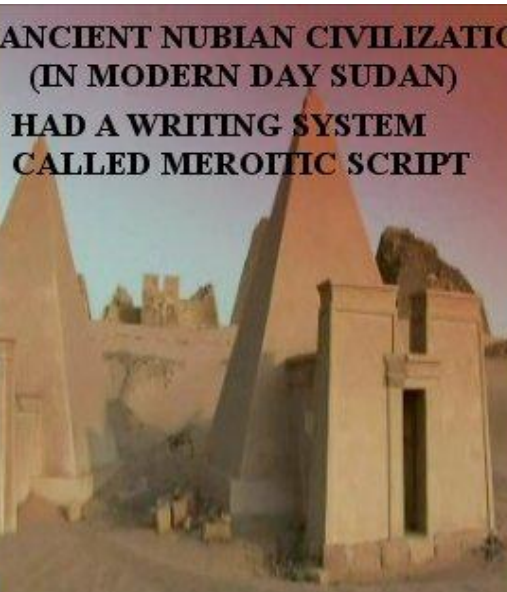
bigger brained people are smarter. For example, early in the 20th century US Army tests found Jews, mostly recent immigrants, had below normal intelligence scores (Gould 1996). Since they were also shorter than many other ethnic groups, they probably had smaller brains due to body scaling. Yet, in subsequent years, Jews have produced a disproportionate number of scholars, scientists, statesmen, and performing artists compared to other ethnic groups. In

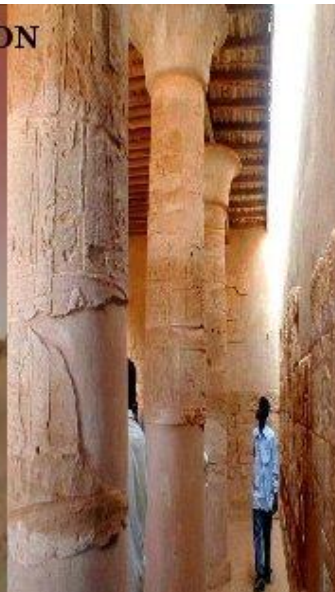
The civilizations which thrived in Ancient Africa while Galton's ancestors were

barbarians in Pre-Roman Britain seem to contradict his views.



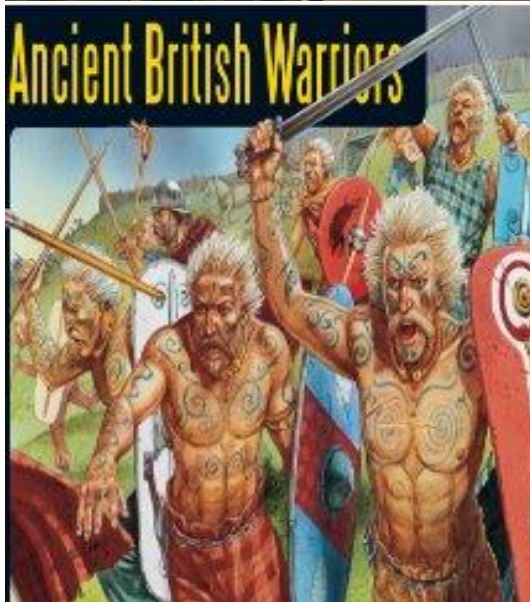
**ANCIENT NUBIAN CIVILIZATION
(IN MODERN DAY SUDAN)
HAD A WRITING SYSTEM
CALLED MEROITIC SCRIPT**





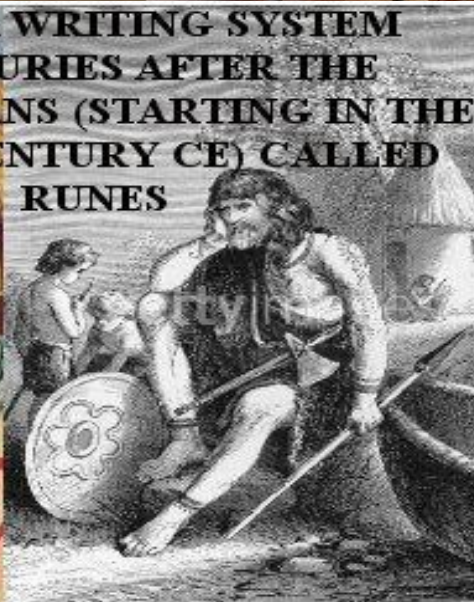


Stela inscribed in the Meroitic script.



Ancient British Warriors

**HAD A WRITING SYSTEM
CENTURIES AFTER THE
NUBIANS (STARTING IN THE
1ST CENTURY CE) CALLED
RUNES**



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ƿeah	ur	þom	ōs	rād	cen	gietu	wyn
cattle, wealth	(aurochs)	(thorn)	(god)	(journey/king)	(torch)	(gift)	(joy)
f	u	þ	o	r	c	g	p
ᚱ	ᚲ	ᚳ	ᚴ	ᚵ	ᚶ	ᚷ	ᚸ
hægl	nied	is	gear	ēoh	ƿeor	eoſh	sigel
(hail)	(necessity/trouble)	(ice)	(year)	(yew)	(?)	(sedge?)	(sun)
h	n	i	j	3	p	x	s
ᚹ	ᚺ	ᚻ	ᚼ	ᚽ	ᚾ	ᚿ	ᛀ
tiwtr	beorc	eoh	man	lagu	ling	epel	dræg
Tiw - a god	(birch)	(horse)	(man)	(water/sea)	(a god)	(land/estate)	(dragon)

However, certain societal factors such as Colonialism, segregation, slavery, brainwashing

stereotypes inflicted on the victim, and in Modern Times an intentional lack of economic and educational opportunities, can be twisted to create a non-existent cause for low academic performance and/or low test scores.

The same can be said for economic discrimination which propagates the myth that material wealth is synonymous with education. Wealth sometimes can, with its connections and influence, create the appearance of education, but true education is based on effort rather than convenience.

Hyper-Educated Affluent Youth vs. Brown-Faced Families



One prime example of this is ex-president George W. Bush who obtained a degree from Yale in 1968, and went to Harvard Business school, despite the fact that many say he can only read at a fourth grade level, which would make him a functional illiterate.

Many have likewise stated that his grades were doctored because of inside connections, while applicants with much higher grades were rejected at Yale.

There are 40 million functional illiterates in the U.S., which only goes to show the futility of complex sounding intelligence theories and highly bureaucratic school systems, which are increasingly excluding parental involvement.

The Binet test can only state that a person is not performing at that given moment as he should, but it cannot really state the cause of that unsatisfactory performance.

Instead, the evaluator must rely on information provided by another entity, which can sometimes be of a dubious nature (such as in our case). The history of this test has been tainted in partiality, and has served to promote diverse prejudices.

In 1913 Goddard established a testing program on Ellis Island using primarily the Binet test (along with other tests). The way that the tests were administered was biased from the start because only steerage passengers were deemed necessary of evaluation!

First and Second class passengers were not evaluated, so if there was a rich dummy aboard, they were deemed fit by "virtue" of their monetary assets.

That Goddard should have these attitudes are not surprising. As a firm believer in a purely physical intelligence determined only by physical factors he stated the following with regard to intelligence (shown in the screenshot below):

Definition of Intelligence

"...our thesis is that the chief determiner of human conduct is a unitary mental process which we call intelligence: that this process is conditioned by a nervous mechanism which is inborn: that the degree of efficiency to be attained by that nervous mechanism and the consequent grade of intelligence or mental level for each individual is determined by the kind of chromosomes that come together with the union of the germ cells: That it is but little affected by any later influences except such serious accidents as may destroy part of the mechanism" (Goddard, 1920, p. 1).

Unlike Binet (who shared certain beliefs with him), Goddard did not even acknowledge that later influences can impact intelligence, nor did he apparently believe in environmental factors. The fact that Goddard considered intelligence to be a fixed, unchangeable pre-determined agility of a mental process determined by solely physical factors, while being responsible for the creation of Special Ed, and introducing the Binet test to U.S. public schools, meant that those students unfortunate enough to be deemed of low intelligence, would never be given the chance to really learn and excel since those who

or its absence, children who scored below normal could be sent to soul-deadening institutions to protect the rest of the population.

Having persuaded doctors to adopt his tests and his definition of intelligence, Goddard now needed to get Binet's tests into schools, which would provide a much larger (and eventually more lucrative) venue for psychologists. After all, schools were the most obvious locales for mass use of intelligence tests and where they would affect the greatest number of people. Luckily for Goddard, life in American schools was a lot more complicated than it had been in the nineteenth century, so the need for sorting tools was great. At about the turn of the century, especially in the cities, schools had a massive influx of bodies and minds that needed to be categorized and arranged.

promoted such tests (like Goddard) believed intelligence to be fixed.

This tendency to think that there were those who were born inferior also influenced in a negative way how Goddard viewed democracy. To Goddard democracy was selecting "superior" individuals who would tell others what to do in order to be happy!

If a person was not deemed "superior" they had no right to decide important matters. If a person has to be told what to do to be happy, then it means that they are not capable of contemplation, or of thinking for themselves. For even G-D, WHO through Scripture gives us the pathway to true happiness, does not require man to shun independence of thought which is the rightful companion of free will.

Scripture states in 1 Thessalonians 5:21 "But examine everything carefully; hold fast to that which is good", in other words THINK! For true faith must be based on reason, just as G-D's actions are based on reason and always have a wise purpose.

From 1906 to 1918 Goddard was the Director of Research at the Vineland Training School for Feeble-Minded Girls and Boys in Vineland, New Jersey, which was the first known laboratory established to study mental retardation. While there, he is quoted as stating that "democracy means that the people rule by selecting the wisest, most intelligent and most human to tell them what to do to be happy."

Among Goddard's so-called contributions are the following:

Major Contributions

- Translated the Binet-Simon intelligence scale into English (1908)
- Distributed 22,000 copies of the translated Binet scale and 88,000 answer blanks across the United States (1908-1915)
- Established the first laboratory for the psychological study of mentally retarded persons (1910)
- Helped to draft the first American law mandating special education (1911)
- Strongly argued the hereditarian position

Goddard is just an example of the whole corrupt panorama that has gradually misled society. In the early 20th century the U.S. began to depart from Constitutional Law under the misguided tutelage of the psychology/psychiatry field, which led them to violate

individual liberties under pretexts comprised almost entirely of prejudicial suppositions.

When one looks at all these tests and screenings now being forced upon people with the sole intention of confining the individual within a category defined by another's perception, it brings to mind how Galton was arguing in the 1880's that mobile laboratories should be set up throughout England to test students, as well as young men and women, in an attempt to see who was worthy to reproduce.

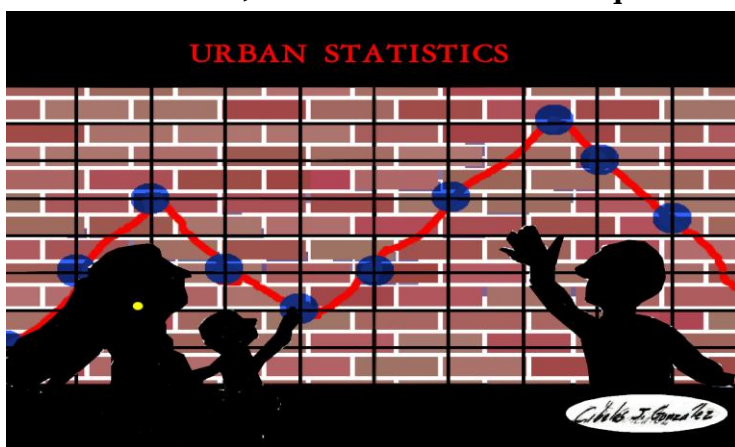
Are the screenings and evaluations done in public schools any different, though they profess an altogether different agenda?

The Stanford Binet Test Fifth Edition (which is an offshoot of the Binet Test Fourth Edition) claims as one of its strong points that it has extensive field testing and fairness reviews. No amount of fairness reviews can bestow true fairness on a procedure, when the possibility of unique situations arising (such as that of our sons) is not even considered within the operation of said procedure. If there is something which we should learn from history and simple common sense, it is how generalizations lead to bias and ignorance. Stereotypes, for an example, are nothing but generalizations about groups which prevents us from learning about the individual factors that comprise the prejudged group, while serving as a basis for preferential identification that promotes the biased views of those who wield influence.

Generalizations can only thrive amidst the denial of individuality, and it is this lack of focus, on the individual as a unique functioning entity with a spiritual dimension, that has

destroyed the U.S. educational system.

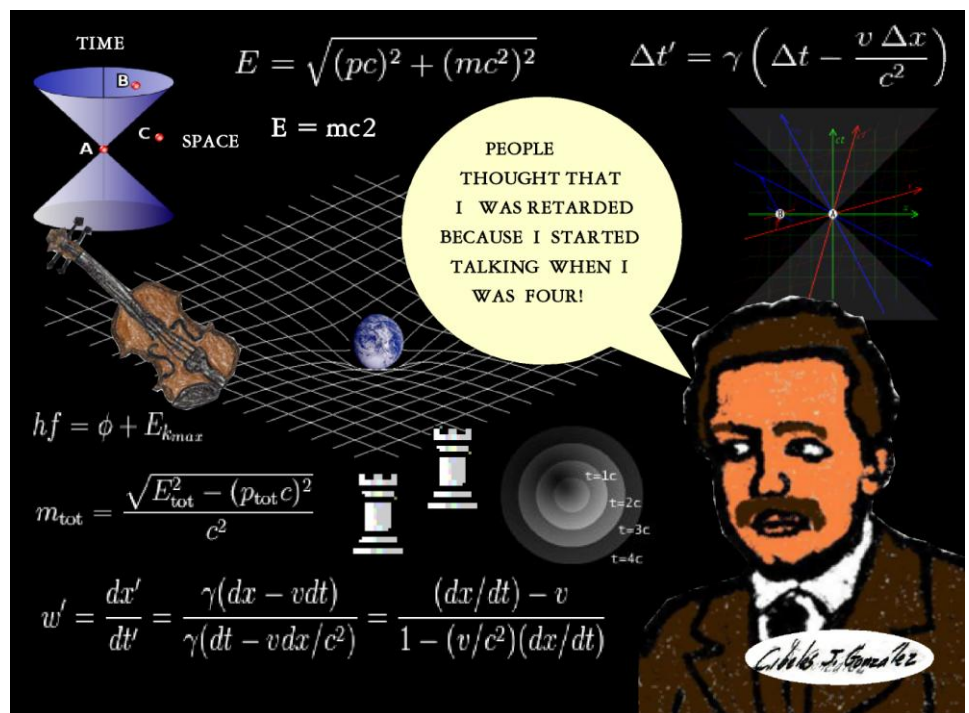
It is the obsession with numbers, statistics, and biased demographics,



that leads to the overtheorization of the truly simple as well as the unjustified simplification of the complex. This occurs, while giving societal institutions what can be only described as a truly hollow "understanding" of societal functioning which sadly lacks the substance of true awareness.

Educators revel in their ability to name diverse learning styles while failing to implement teaching methods that take into account the personal learning style of each child in the classroom. There is such a thing as superficial knowledge, which never manages to acquire a profound dimension due to lack of implementation.

Implementation may never of its own accord signify truth, however, it is absolutely essential in order to give purpose to that which is really true.



With Regard To The Diagnosis On The Boys' Evaluations

Wencito's Evaluation -

With regard to the evaluator's recommendation that Wencito continue to be placed in a language-based, language-rich academic environment, all we can say is that this only serves once again as an echo of denial.

Even if he has been placed in what they call a "language-rich classroom", one would have to take into consideration the time that he is there, if the other children are capable of stimulating him socially (are they severely handicapped children who will be unstimulating playmates?), and how anything that might be learned in the classroom is implemented in his present foster home to assure the reinforcement of what has been learned. Since it is the home environment that will decide whether anything learned in school will actually be reinforced, and so endure, without an accurate assessment of their foster home, such plans are at best pretty rhetoric, and at worst, the intentional persistence of stating what should be known to be a sham.

First of all, we seriously doubt that any classroom within a short span of time can help them overcome any environmentally-induced delays while they continue to live in an unloving environment where conditioning and a lack of intellectual stimulation persists.

Ana's household is no intellectual household, and the whole family (except for Ana) are monolinguals. Ana herself (despite the fact that she speaks Spanish well) has very limited reading and writing abilities in Spanish. As a result of this, our youngest son Galileo does not understand Spanish, and Wencito has forgotten the Spanish vocabulary that he once

knew (as well as the vocabulary that he knew in other languages).

The comment shown below, written by a speech-language-pathologist, states that caring, involved parents are the best speech therapists.

Since this speech therapist says that the success of any speech therapy lies in the child's home, it proves that our son is not in a nurturing environment because he now at five has less vocabulary, is now a monolingual, and is disinterested in learning (something which he was passionate about). How long will this fantasy of the "nurturing home" persist? when it is common knowledge that Ana does not love our sons and is just using our boys as pawns to cause strife between us and break up our marriage.

If any of this is true for you, then I'm here to help. I want you to get the information you need about child language development and communication disorders so that you can do what you need to do to help your child. I became a speech-language pathologist (SLP) because I wanted to help children with communication disorders communicate better. I quickly learned that the best way to help children is to work with their parents and provide them with therapy ideas to use at home. Children's language development progresses best when their parents become their own private live-in speech therapists.

Even when children are not subject to conditioning or to a lack of love, they do not excel as well in school when there is a lack of parental involvement at home. This applies even in cases where the school curriculum is rich and of high quality.

Given Ana's already mentioned motives, and her desire to see our boys in Special Ed, it would be on the verge of delusional to imagine that she would actively involve herself in their learning to help them excel, when helping our boys to learn would mean that they would not be labeled as "learning disabled".

Anyone who is even vaguely familiar with the benefits of knowing more than one language cannot possibly call a monolingual home "language-rich"!

Though some studies have suggested that during their first years, a bilingual child might have a smaller vocabulary in each of their languages than a monolingual child in their only language, when the vocabulary of the bilingual child's languages are combined they can sometimes equal or surpass the vocabulary of the monolingual child. Eventually as the years go by, the bilingual child not only acquires more linguistic ability, but also benefits from additional advantages such as a higher IQ, better visual-spatial skills, better classification skills, and better semantic development (semantics being the ability to know distinctions between the meanings of different words or symbols) which was an ability that Wencito at one time possessed. He was able to say the name of an object in multiple languages.

For an example, if he would see a butterfly he would say "Butterfly (English), Mariposa (Spanish), Papillon (French), Parpar (Hebrew)."

With monkey he would say "Monkey (English), Mono, (Spanish), Qof (Hebrew)."

There were many objects that he knew how to say in multiple languages. Though he mostly understood Spanish and English, he did acquire many words in French and Hebrew.

He would know what these words meant because when he would see the object he would say the word of the object in more than one language.

Alas! He possesses this vital skill no more.

Screenshots showing the benefits of multilingual learning are shown below:

The obvious benefits of being bilingual, such as the ability to communicate with speakers of more than one language in their native tongue, to command a higher salary and to appreciate a broader base of cultural experiences, have long been known. However, it now seems there are additional benefits, including a potentially enhanced IQ and a later onset of age-related mental decline.

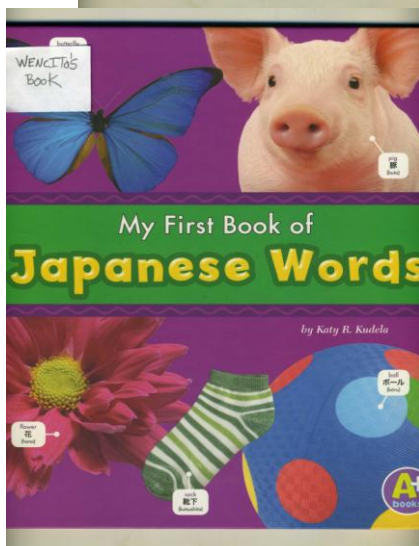
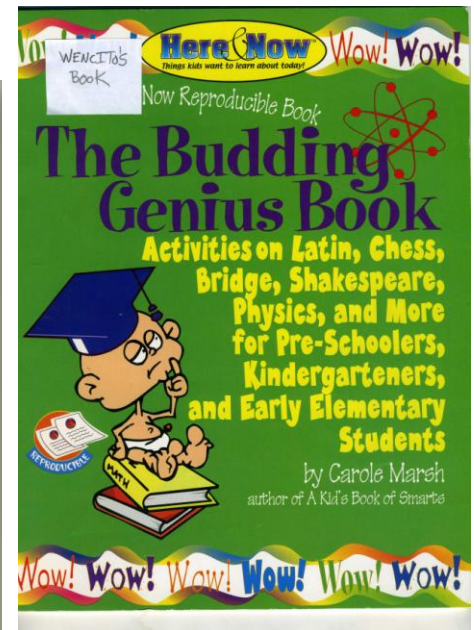
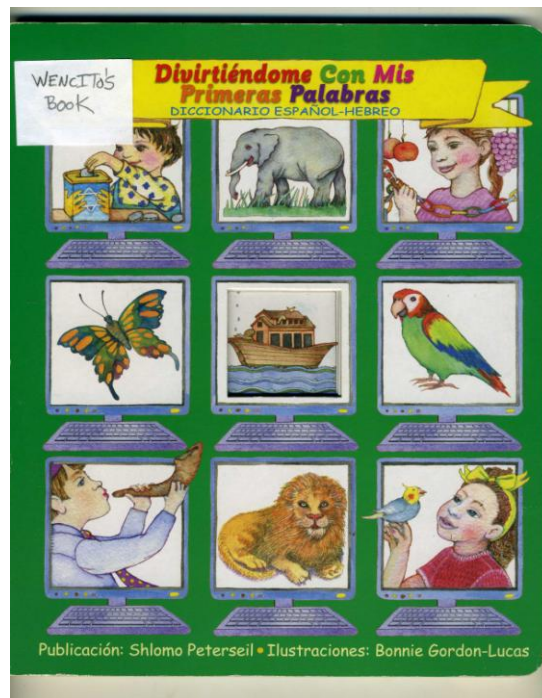
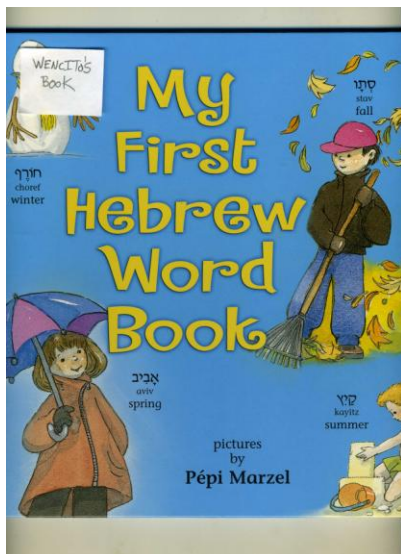
So, the benefits of being bilingual may include increased flexibility of the brain and better learning abilities, regardless of an individual's level of intelligence and may begin even before speech develops and last throughout adult life and into old age.

Wencito was already showing many of the skills indicated above when he was taken.

He however did not tell stories, but would respond in short sentences (in more than one language). He was also too young still to understand the use of analogies.

However, we have no doubt that had he remained with us he would be reading and writing now quite proficiently, and would have grown more fluent in his speech (in more than one language). Wencito's father, who was less talkative than him as a toddler, grew up to be quite a talker.

We have always believed that a child should learn as many languages as possible. Our home was TRULY a language-rich environment, as well as an environment rich in learning, and in the arts. We had a high quality polyglot library for the boys, and educational DVDs in English, Spanish, Hebrew, and French.



on Japanese was purchased after they were stolen, all the other books they had before their kidnapping. The majority of their library remained in boxes in a Spanish port when we returned. They had books which were imported from other countries. Beautiful children's books in Spanish, French, Italian, Latin, Hebrew, and Greek.

These are the scanned images of some of our sons' books. The one

Our plans were to teach them to read in several languages as well as to read and write music. Wencito, already had a basic understanding of how to write Hebrew letters and could write three words in Hebrew when he was taken away.

He also knew how to write some words in English and Spanish, as well as his first and last name, and Galileo's name. Poor Galileo never had the same advantage, and at the age of 3 ½ still cannot write his name or even count well up to ten.

As we write this report we tried on the visit of November 11th to teach Galileo to count, and managed to get him to count up to six well enough. We since then have reviewed with him momentarily, but we only see him twice a month. He learned quickly, which shows that if he were in a truly enriching environment he would have been counting long ago.

However, both of our boys are intentionally being discouraged and deprived of knowledge in order to pass them off as "learning disabled", and also because Ana knows the emphasis that we place on education and learning, and this whole situation was created specifically for vengeful purposes to cause us grief.

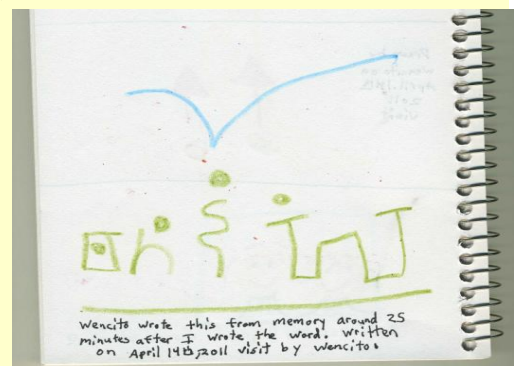


LAST MINUTE UPDATE:

The drawing to the left was made by Wencito on our March 25th 2010 visit. I was at the time trying to review with him what he had once known at the age of three. He wrote it from left to right instead of right to left, which is how Hebrew is written, however at age three he did not make this mistake. Nevertheless, one can tell that he still has a basic

understanding of how the word is written in Hebrew, but is rusty due to lack of practice. At 3 ½ years he could write three words in Hebrew. On the March 25th 2010 visit, I had written the word to show it to him, he only looked at it for a split second, and when he wrote this word he was not copying from anything, but wrote it from memory. The writing of that same Hebrew word "shalom", shown to the right was written by Wencito (also from memory) on the April 14th 2011 visit. He wrote it correctly from right to left this time. However at 3 ½ he could write this word much better than he does now.

April 14th Video: <http://picturepush.com/host?image=5555219>



We are aware that multilingual children start talking fluently much later because they have to master the grammars of multiple languages. However, the long term benefits are outstanding, as is explained in the screenshots below, from a site that can be found at this

link: <http://www.speech-language-development.com/advantages-of-being-bilingual.html>

I am concerned with the speech development of my 20 month old grandson. Although he understands very well, he is not actually talking. His daily caretaker speaks to him in Polish, and he shows signs of understanding this language. My question is: Is speaking to this child in two different languages delaying his talking in either of the languages?

Robert's response:

It is not uncommon for children growing up in a multilingual setting to begin talking later than their monolingual peers. In fact, this is so common that I don't consider it a speech delay--I consider it normal development for bilingual children.

Consider this analogy: if you are building two houses, it will probably take you longer than if you are building just one. This is not necessarily a bad thing--you won't be homeless forever, and when you're done you'll have two houses instead of just one. The point of building a house is not to

to bilingualism. Bilingual children have been shown to have:

1. better metalinguistic awareness (ability to identify and describe characteristics and features of language);
2. better classification skills;
3. better concept formation;
4. better analogical reasoning;
5. better visual-spatial skills;
6. better storytelling skills;
7. better semantic development.

If the price your grandson pays for all these advantages of being bilingual is that his first words come a few months later, I'd say it's still a pretty

The fact is that being monolingual is nothing to be proud of. The United States is one of the few countries to still find themselves under this great disadvantage, despite the fact that there is a large immigrant population.

Consider this: Approximately half of the world population is bilingual. About half the Israeli population is bilingual or trilingual.

Even in such poor countries as Eritrea in Africa, and Papua New Guinea in Oceania, trilinguals are commonplace. Most people in Europe know English, and trilinguals also abound there as well. Almost everyone in the town where we lived in Mallorca, Spain (called Inca) knew two languages (Catalan and Castilian) or more (sometimes French or English).

The use of multiple languages in education may be attributed to numerous factors, such as the linguistic heterogeneity of a country or region, specific social or religious attitudes, or the desire to promote national identity. In addition, innovative language education programs are often implemented to promote proficiency in international language(s) of wider communication together with proficiency in national and regional languages. In Eritrea, for instance, an educated person will likely have had some portion of their schooling in Tigrigna and Arabic and English, and will have developed proficiency in reading all these languages, which are written using three different scripts (Ge'ez, Arabic, and Roman). In Papua New Guinea, a country with a population of approximately 3 million, linguists have described more than 870 languages (Summer Institute of Linguistics, 1995). Here it is common for a child to grow up speaking one local indigenous language at home, to speak another in the market place, to add Tok Pisin to her repertoire as a lingua franca, and to learn English if she continues her schooling. Analogous situations recur in many parts of the world in countries where multilingualism predominates and in which children are exposed to numerous languages as they move from their homes out into surrounding communities and eventually through the formal education system.

Note: Though the evaluator did not mention the term "Sensory Integration", her false statement on the supposed gait abnormality can logically be perceived to be fabricated in conjunction with the attempts of DCYF, CASEY, and of course, the architect of all this lunacy, Ana Dickenson, to pass off my sons as also having physical problems.

The evident link can clearly be seen in a letter sent to us (together with the evaluations) at the end of October 2010, by our sons' CASEY social worker Mr. Ehrhardt which mentions the term "Sensory Intergration" and makes rather outrageous, false, and inaccurate comments. Mr. Ehrhardt has told us that though he regretted sending this letter without discussing it with us beforehand, he will stand by what he said, as we instantly complained to the CASEY director upon reading it. We do not believe that that is the case, and it is clear that certain sections of this letter were meant to vex us.

However, we likewise are determined to stand by our sons when it comes to refuting all lies which are solely propagated for the purpose of maintaining them in an environment which can be honestly said to be toxic for their development.

Wences and Leo have completed a DCYF facilitated psychosocial assessment by Judith Lubiner, Ph.D., (clinical psychologist) and an occupational therapy sensory integration assessment by Patricia Zebrowski, M.S., through the Sargent Rehabilitation Center. A referral will be made through DCYF for a follow-up neurodevelopment assessment through the Hasbro Hospital Children's Neurodevelopment Center. Much has been and will continue to be done to determine the strengths, needs and most appropriate interventions to maximize the opportunities for remediation and long-term growth and success for Wences and Leo.

Both children now exhibit marked and measurable improvement in all spheres of function since being placed by DCYF with the Dickenson family (May 2009). Casey Family Services entered the Gonzalez' and Dickensons' lives in January 2010. At that time, Wences and Leo manifested symptoms associated with significant neglect and

↓ Anyone facilitated by DCYF is bound to be highly partial towards them.

well, they did cause the removal and deportation.

What?!! Wencito cannot write, sing, or count anymore (or at least he does not seem to want to). and Galileo cannot count

↑ This was over a year after they were taken from U.S. so

This letter will be briefly discussed and shown in this report. However, it seemed appropriate to us to include a section within this report speaking on this nonsensical "condition". We are most displeased at these agencies' lack of scruples, and at their desperation to fabricate the most strange and unheard of maladies in order to label our sons with them. In their case, the stranger, the more rare, and the more ambiguous the malady, the better, because they feel that it will be harder to disprove.



If a Gait Abnormality is defined as unusual and uncontrollable problems with walking. The poor motor skills associated with such a condition would definitely not fit in with a photo that we have of Wencito jumping out of his crib at 18 months (view page 30), or other photos of him pulling pranks on us at around 11 months of age (view page 31). We have not seen Wencito toe walking on visits. He runs and walks fine, as does his younger brother Galileo.

There are enough agencies, centers, and "professionals" involved in this nonsense without seeking now to involve physical therapists, whose services could surely be used by those with legitimate physical problems. It is truly a shame that sometimes people with genuine physical disabilities lack the insurance coverage to get much needed physical therapy, while here we have the displeasure to have to witness an obvious attempt to get two physically healthy boys into physical therapy for fictional maladies, for they may at present suffer

from poor nutrition, but physically there is nothing wrong with them.

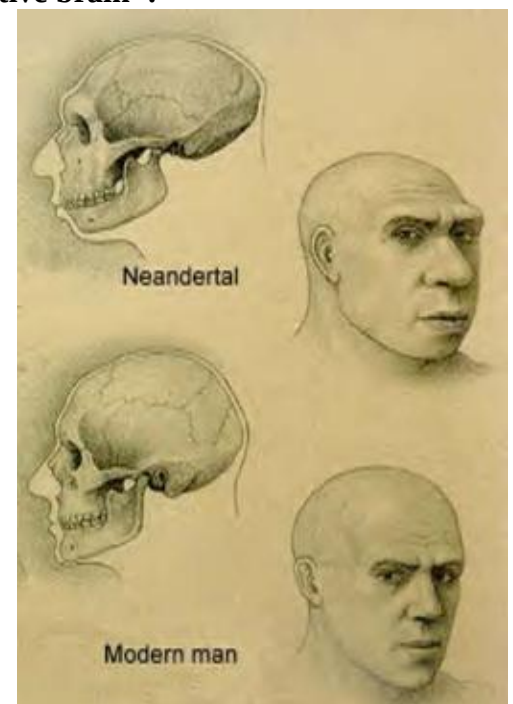
The supposed problems walking and the autism claim which are now resurfacing again (albeit indirectly) is a somber flashback of the December 2006 allegations said of Wencito, by the person who now has our children, and who is doing all this to nurse her carefully concealed insecurity complexes and envy.

The video which can be seen at the link below, proves that Wencito has no physical problems.

<http://picturepush.com/host?image=5222929>

When analyzing data on Sensory Integration Diagnosis, we could not help but notice how the overwhelming majority of those who are in the Psychiatry/Psychology and Special Needs fields tend to have a soulless evolutionary outlook on the nature of man. Notice in the comment below the reference to the primitive "fright, flight, and fight" response followed by a mention of a so-called "withdrawal response", that according to the pretty jargon of these people is said to originate in the "primitive brain".

This reflects the Neanderthal concept that man evolved from a lowly species rather than having been created by G-D for a special purpose that has at its core the need for spiritual health. There is nothing primitive in man's brain or in his body systems, for everything down to the smallest neuron and cell was created for a specific purpose. One has only to study the intricacies of DNA as well as the numerous body functions to realize in all rationality that such complexity cannot be produced by a freak accident that is governed by random chance.



Those who have sensory integration dysfunction may be unable to respond to certain sensory information by planning and organizing what needs to be done in an appropriate and automatic manner. This may cause a primitive survival technique called "**fright, flight, and fight**" or withdrawal response, which originates from the "primitive" brain. This response often appears extreme and inappropriate for the particular situation.

It seems as if the "professional" is trying to cover every base by mentioning both the "fright, flight, and fight response" as well as the "withdrawal response".

In other words, if a child reacts in a physical manner towards any harmful factor, they have a problem, but if they choose to take a more passive non-physical approach, the they also have a problem. In short, it's a lose-lose situation for the individual being evaluated due to the evaluator's ever-consuming need to be right.

Traumatic experiences are not something which the victim can organize or analyze in a distant fashion, less so in the case of children. However, traumatic experiences can be planned by those who feel the intense need to do harm to others.

And so, as is common in many of these ever emerging modern conditions, the symptoms listed are those which are extremely ambiguous in potential origin, and which may be in many instances due to spiritual (referring to ethics and a knowledge of G-D), nutritional, and environmental factors (lack of discipline, love, or guidance).

However, one cannot deny that it is extremely convenient for those who due harm to attribute to a neuron what is really attributable to the actions of another person, and the impact that it has on the victim's natural dignity and feelings (Yes! We are not evolutionary animals, and we do have souls!).

The term Sensory Integration Dysfunction, which is used to describe a supposed inefficiency in Sensory Integration functioning was first coined in the 1960's by the psychologist (of course!) Anna Jean Ayres.

This functioning is described by those who advocate this therapy as the ability to distinguish between sensory experiences such as sight, taste, touch, sound, smell, body

awareness (hmm..interesting concept, who is not aware that they are in a body),

movement, and the pull of gravity.

Sensory integration disorder or dysfunction (SID) is a neurological disorder that results from the brain's inability to integrate certain information received from the body's five basic sensory systems. These sensory systems are responsible for detecting sights, sounds, smell, tastes, temperatures, pain and the position and movements of the body. The brain then forms a combined picture of this information in order for the body to make sense of its surroundings and react to them appropriately. The ongoing relationship between behavior and brain functioning is called **sensory integration (SI)**. Sensory integration provides a crucial foundation for later, more complex learning and behavior.

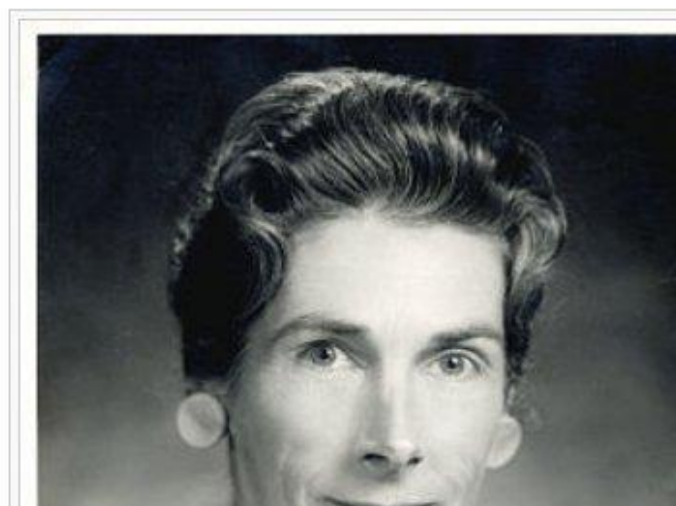
Sensory experiences include touch, movement, body awareness, sight, sound, smell, taste, and the pull of gravity. Distinguishing between these is the process of **sensory integration (SI)**. While the process of SI occurs automatically and without effort for most, for some the process is inefficient. Extensive effort and attention are required in these individuals for SI to occur, without a guarantee of it being accomplished. When this happens, goals are not easily completed, resulting in **sensory integration disorder (SID)**.

A child may not understand the concept of gravity in a scientific sense, but they can certainly feel the pull of gravity if they fall down or throw a toy. Is it to be said that our sons do not know the difference between what they see and what they smell? We say this even though it is a well known fact that certain smells can trigger visual memories, just as certain sounds can.

If Wencito sees a dog he knows that he is seeing it and not smelling it. However, if Wencito sees a flower he may want to sniff it because he knows that flowers have scent and may recall a pleasant scent from previous flowers. That is only logical. Furthermore (unless one is blind), the majority of instances that we smell something (unless its far away) we are usually seeing it as well, for after all there are two eyes above the nose!

To this day this woman's theories are controversial as a book published in 2005 shows.

Anna Jean Ayres (1920–1989) was an occupational therapist and developmental psychologist known for her work in the area of sensory integration dysfunction, a term she coined in the 1960s to describe a theory used in occupational therapy.^{[1][2]} She is the author of several books on the subject, including *Sensory Integration and the Child*. Ayres also created several test batteries used to help identify issues related to the dysfunction.^[3] According to *Group Dynamics in Occupational Therapy* (2005), Ayres' theory and conclusions remain controversial.^[4]



Nevertheless, they are most likely being used in a never-ending attempt to put some type of label on our unfortunate boys, as the desperation mounts to find something wrong with them (anything!) in what can only be called an undignified effort to salvage wounded professional pride. Unfortunately, the only thing that is truly wrong (the present situation in which they are in) is the least thing that is likely to be remedied.

It should be understood that Anna Jean Ayres was never a neurologist, despite the fact that Sensory Integration Dysfunction is classified as a neurological disorder. She was an occupational therapist and psychologist.

Google libros Ayres controversial Sensory Buscar libros Búsqueda avanzada de libros

Controversial therapies for developmental disabilities: fad, fashion, and ... Escrito por John W. Jacobson, Richard M. Foxx, James An

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integration training is unsupported and that use of the technique should be limited to research protocols. The continued appeal of this fad appears to us to be in the use of technical equipment and in the relatively short period of treatment.

Sensory Integration Training

Sensory integration training is based on the work of Jean Ayres (1994/1979). According to proponents, sensory integration is a neurological process, that is, the

Many of the so-called “symptoms” of this bogus malady can be due to a multitude of other causes, other than a neurological/biological disorder. As is typical with many of these phantom illnesses, the symptoms are always those which can be found for diverse reasons in a fair portion of the population. A traumatized child might display some of these symptoms, as a sign that they are reacting normally to abnormal and detrimental

According to Sensory Integration International (SII), a non-profit corporation concerned with the impact of sensory integrative problems on people's lives, the following are some signs of sensory integration disorder (SID):

- Over sensitivity to touch, movement, sights, or sounds
- Under reactivity to touch, movement, sights, or sounds
- Specific learning difficulties /delays in academic achievement
- Difficulty in making transitions from one situation to another
- Tendency to be easily distracted / Limited attention control
- Activity level that is unusually high or unusually low
- Social and/or emotional problems
- Difficulty learning new movements
- Delays in speech, language, or motor skills
- Physical clumsiness or apparent carelessness
- Impulsive, lacking in self-control
- Inability to unwind or calm self
- Poor self concept / body awareness

situations.

However, by broadening the scope for evaluators to label people with these “malady” through a highly ambiguous and widely-applicable symptom list, the cause of anything which even mildly resembles one of these so-called symptoms is destined to be severely opaqued by an already pre-determined official cause which is tailor-made to benefit the agenda of those who determine the cause.

Even if one of these symptoms were manifested, one should bear in mind, if one values prudence, that even if something exists, it can exist for different reasons than those which are commonly attributed to it.

The additional symptoms described to the right are plain ridiculous, and some even seem to be

Children with sensory processing disorder may display the following behaviors:

- May not like messy things or getting dirty
- May not like to be touched, hugged or cuddled
- Likes to touch objects and people to the point of becoming annoying
- May frequently put things in his/her mouth
- Refuses to brushing teeth
- May gag during tooth brushing

contradictory. Not all kids like to get dirty, what is wrong with that?

How is it that if a child appears not to like to be touched, hugged , or cuddled, they might have this “disorder”, but if the child likes to touch objects and people too much, they might have this “disorder” too?! What if the child is in an abusive environment where they have been conditioned to appear not to like to be hugged?

Ana Dickenson as a child did not like to hug much or to be hugged, does that mean that she has this disorder?

Is a child prohibited from gagging during tooth brushing if they do not like the taste of a particular toothpaste, or if they accidentally swallow some of it?

Here we see the desire to extend a specific diagnosis: “sensory problems”, to a wider

group by formulating symptoms that are intentionally ambiguous, and attributable to a multitude of potential causes. After all, one must consider the reality that the more potential causes a given factor has, the higher the probability that MORE people will manifest that given factor if exposed to any of the multitude of potential causes which might lead to the manifestation of the factor being targeted (in this case called a “symptom”).

Sensory Over-Sensitivity

Children with over sensitivity respond to sensations from just one sensory system faster, with more intensity or for a longer period than typical peers.

- The child responds negatively or emotionally to loud people or places.
- The child has trouble concentrating in noisy environments
- The child frequently hums or makes other strange noises.

If the above “symptoms” are also indicative of having this fabulistic malady, then a substantial portion of the population can be labeled with this condition, including all the people who come to a quiet study area in a library to work and study, and people who are musically inclined and like to sing or hum while they work or do certain activities.

We marvel that this can even be considered a valid condition. This sense of wonder only increases when we found in our research that few pediatric neurologists consider this to be an actual condition.

Words Of The Evaluator: " My assessment of Wenci's personality is based upon my interactions with him and his drawings."

The evaluator states in the first sentence of the " Personality Evaluation" section that her assessment of Wencito's personality is based on her interactions with him and his drawings. We previously spoke in this report (see pages 66-76) on the danger of using a child's drawings as a tool to give insight into their personality, and how by creating the potential for misconstruing drawings one is merely serving to hinder creative exploration in the visual arts. Furthermore, we must consider how this evaluator, who had never seen our son before (before the evaluation process), who is obviously partial to DCYF perceptions, who understands absolutely nothing about the REAL situation our son is in and what has truly occurred (as is evident by her repetition of the lies which are shown in the false fabricated history section of the evaluation), is allowed to dictate omnipotent judgment on the personality of a traumatized, conditioned boy who is not really showing how he truly would be under normal circumstances.

What interactions could she have had with our son that would render an accurate assessment, when our boy had only four sessions with her (August 5th and 26th, September 15th and 30th) which had the conveniently lengthy three and two week gaps between them, enabling the conditioning of behavior to occur between sessions?

This evaluator relied heavily upon DCYF perceptions, and DCYF gets a considerable amount of their information from what Ana says (as the forms which were given to us by DCYF worker Heather Fogg on August 5th 2010 confirm).

Plan Start and End Dates:

CEDARR Family Center: Solutions CEDARR

When completing the TIP, use your CEDARR CENTER Family Care Plan (FCP) and Initial Family Assessment (IFA) as a reference.

Background information relating to child's past difficulties attending regular day care including current situation:

Galileo is a three year old male who currently resides in a foster placement with his older brother. Galileo is in the process of thorough evaluations to determine a diagnosis. At the present time, Galileo has two rule out diagnoses, PTSD and ADHD. Galileo is currently at Precious Years daycare center. Anna Dickinson, Galileo's foster mother explained that Galileo and his brother are in the same classroom at Precious Years, which she does not see as beneficial for Galileo. Currently, Galileo receives speech services for increased communication, as Galileo has little verbal communication. Due to this Galileo is easily frustrated and has been presenting with stating "no" and often throwing items when he is unable to make his needs known. Anna would like Galileo to receive Kidsconnect services to focus on socialization, increased verbal communication and frustration tolerance.

Nothing which is biased is thorough.

As a child Anna was very cold and unloving. Ask her father.

Anna needs help in this, not our boys.

of course she would!

This statement is absurd, it shows denial on the part of DCYF.

Normal toddler behavior.

Additional relevant changes impacting the child:

Additional Requested Hours for Services

	Hours/Day	# of Days
School Vacation		
Summer Vacation		
Professional Days		
Holidays		
Snow Days		
Total Hours		

(Ana provides a lot of the info DCYF has, and Ana exerts a LOT of behind- the scenes influence)

Parent Communication

Communication will occur between Anna Dickinson, and _____
(Parent) (TIS)
on a daily basis by verbal/written communication.
(Frequency) (Method)

Very amusing! what about us? This is the person who has accused us falsely of child abuse TWICE! This is the person who caused the removal of our children

One also gets the impression that the evaluator is trying to cover all bases in an effort to avoid anything which can be proven as erroneous. She says that the diagnosis should be descriptive rather than predictive, while using the term "language problem" as descriptive and "autism" as predictive.

To us this is merely covering the same cake with different icing, because if she describes a supposed problem according to her own notions of what is its origin, she is already

predicting what our son is in her eyes according to unconfirmed origins, while conveniently ignoring present confirmed circumstances.

Furthermore, descriptions are only as accurate as the level of understanding with which they are made. Thus a description's ability to clarify is reflected by the degree of knowledge possessed with regard to the specific subject inspiring that description.

Descriptions influenced by personal or collective bias should therefore be considered opinions, as bias always lacks reliable, impartial means of confirmation.

Anyone who has even a mediocre understanding of relationships will know that it takes some time to get to know a person, definitely more time than the time period of which the four sessions given to our conditioned son consisted. A person's personality is best revealed in their day to day life, and is not something which is adequately reflected in controlled laboratory-like settings, much less so when the subject of analysis has been exposed to pre-planned situations and influences that are meant to modify his behavior in an attempt to create behavior which fabricates an appearance that is contrary to the original manifestation of the pre-modified which under normal circumstances existed.

This understanding this reality, which has been too swiftly overlooked by the overly ambitious aspirations of those guided by goals which sadly are not influenced by the search for actual truth, we can easily realize the extreme folly of thinking that someone's personality can be accurately assessed in just four sessions! Which person, after going on just four dates with a potential spouse, would feel that they know the person well enough to marry?

At least adults have a basic established personality, though certain traits can sometimes be changed through the lifelong normal metamorphosis of experience, education, and insight.

However, children (despite displaying inborn personality traits under normal circumstances) are still developing their personalities. No five- year- old is going to have a fixed personality, for they are still learning about themselves and the world around them. The only clue to a child's future fixed personality is found in certain manifested inborn personality traits (which exist under normal circumstances) that are present constantly throughout life.

Examples: 1) Is the child under normal circumstances a friendly child, or a cold unloving child?

2) Is the child naturally disposed towards certain activities which interest him (say music, art, and books), or is the child more given to frivolous pursuits despite having the necessary stimulation?

However, when a child has gone through abnormal situations, and has been subjected to negatively oriented behavior modification, even natural inborn personality traits can be (at least in outward visibility) altered in an attempt to nullify any detection of their original existence. When we speak of personality changes in our eldest son, we of course refer to the unnatural altering of his inborn personality traits.

When we have analyzed the inborn personality traits which are no longer outwardly manifested, we find that those non-visible traits would have greatly contradicted what is at present being insinuated of our son.

Can this be a coincidence? Within the very real context of conveniently ignored motives which began to openly manifest themselves in 2006, we feel that the apparent disappearance of certain personality traits which would prove incompatible with the goals

set by those motives, cannot be a coincidence.

The fact that these evaluations took place two years after our sons were illegally taken from us, and one year after they were illegally deported to the U.S., shows that during all that time certain changes had to intentionally be provoked in our children in order to afterwards obtain the prestigious yet distorted affirmation that such carefully induced traits supposedly constitute the normal state of our children.

Personality reflects the original essence of a person, whereas conditioning merely reflects the often malignant needs of the person who exerts the influence.

Positive stimulation on the other hand is the antithesis of conditioning, for stimulation seeks to develop inborn abilities and guide the child's developing personality along paths dictated by morality and fruitful purpose, while bestowing on the child's thriving faculties an independence of thought that renders conditioning non-viable.

Our sons at present are chronically lacking in stimulation while being submerged in conditioning. Were consistent genuine stimulation to be given, the conditioning could not successfully persist.

" Axis I: 315.31 Expressive Language Disorder

R/O (Rule Out) 315.32 Mixed Receptive-Expressive Language Disorder" (page 6, Diagnosis Section)

The evaluator here cannot seem to make her mind, as is typical appears to be covering all bases, in an unadmirable effort to avoid any future confirmation of error on her part. Our son does not have neither of these disorders. He can speak when he wants to, and understands quite well what is being said to him, an ability which he once possessed in two

languages, along with additional vocabulary which he had in other languages. It should always be remembered that his vocabulary now has shrunk to do the fact that monolingualism has been enforced upon him against our will.

Nevertheless, we have a site which will disprove these lies which are being said about Wencito. The site can be found at the link below:

<http://www.boostindependentmusic.com/artist/WenceslaoAdonisGonzalez>

Though we understand that it is expected that a DCYF appointed psychologist would pounce quite vigorously on any limited verbal activity (assuming that that was really the case during those evaluation sessions) on the part of the evaluatee in order to smack the subject of her "analysis" with a generous helping of labels, those who do not believe in saying things so precipitously which can have the long-term potential to stigmatize a child, would consider the fact that children can manifest limited verbal expression for reasons other than language disorders.

Potential Reasons:

1) The child is going through a traumatic period in his life, and a child does not tend to be very talkative when he does not feel well.

2) The child is not very talkative by nature. Since each of us is unique, and we each have our own personality, it is on the verge of tyrannical to generalize personality expectations (which are subject to individuality) and declare that all children automatically have to be highly talkative and/or extrovert.

3) The child is not being stimulated to learn new vocabulary/ he is not being stimulated to learn in general.

4) The child might be being conditioned to exhibit certain behaviors through psychological manipulation, and behavior modification techniques.

We feel that the site (link is provided on page 187) will instantly disprove this erroneous and hazardous diagnosis.

"Axis IV: The uncertainty of living situation" (page 6, Diagnosis Section)

"The psychosocial stressors mentioned in Axis IV include his uncertain living situation. Again I do not have much information about other current stressors." (page 5, last paragraph)

" Axis V: Impaired academic and social functioning" (page 6, Diagnosis Section)

The statement in Axis IV (for that statement cannot be considered a diagnosis) of the "Diagnosis Section", and the brief mention of Wencito's uncertain living situation on page 5 is the closest that this evaluator comes to acknowledging that Wencito's current environment is not healthy for him, yet even when she does say this it is in misleading wording, and by admitting that she does not have "much information about current stressors" (or in other words about current stressful situations to which Wencito might be exposed), something which might have been done to shield Ana from any future

accusation of abuse, conditioning, and/or neglect, she in essence has nullified the legitimacy of the so-called diagnosis in Axis V which is " Impaired academic and social functioning".

If she makes such a statement within the diagnosis section it is because she is already hinting that there is a condition. However, if she herself has admitted that she does not have enough information about current stressors, how does she know whether Wencito really does have impaired academic and social functioning, or if he is merely being conditioned to appear that way through lack of love, psychological abuse, and a chronic lack of stimulus?

It should also be noted that by the evaluator saying that she lacks more information on current stressors that Wencito might be exposed to, she is already setting the camouflaged precedent for assuming that any lack of progress is attributed either to a defect in him, or to imaginary pre-removal factors which did not exist (as can be seen from the fraudulent history section).

"Impair" means "to damage, or make worse". Though we agree that his interest in learning has been impaired through obvious conditioning and lack of stimulus, academic functioning is quite another story. Functioning within the academic sphere reflects ability, and ability can be present even when due to diverse factors it is not outwardly manifested. We do not believe that Wencito's capacity for learning (thus his functioning) is impaired, we do believe that his current environment is academically impaired, and tragically serves to create the false impression that Wencito knows nothing and that he cannot learn.

As long as Wencito is made out to be a scapegoat and blamed for environmental factors, the hazardous consequences of remaining in such an environment will continue to thrive

unchecked while Wencito's potential wastes away.

When Wencito was taken from us at the age of 3 ½ years, he knew the alphabet in English, Spanish, and French, recognized all the letters, knew how to write his first and last name, as well as Galileo's name. He also knew how to write three words in Hebrew, and had a basic knowledge of how to form certain Hebrew letters. So if he knew all this at 3 ½ while with us, why is Wencito not now, at the age of six, reading?

Any educator knows that the main hurdle to teaching a small child to read is achieving Proficient letter recognition. So if Wencito already possessed this skill at 3 ½, it should not have been very difficult for anybody working with Wencito, who really wants to help him academically, to teach him phonics and how to put those letters which he knows so well together in order to be able to read sentences.

We see that all that Wencito knows now, he knew with us (with the exception of potty training), and that he does not know now as much as he knew at 3 ½. So there has been an environmentally-induced regression.

In Mr. Ehrhardt's extremely inaccurate letter he praises Ana's so-called "care" and speaks of a non-existent progress. However, when regression is called progress, TRUE progress is being deemed unnecessary. For if one calls anything "progress", even when the credentials to bear such a term are seriously lacking, then the fervent intention to NOT invest sincere efforts in truly realizing that already proclaimed state, has already been cryptically declared.

With regard to "impaired social functioning" responsible evaluators have to tread carefully before jumping too soon at proclaiming a child's sociability (a child is still developing and is more vulnerable to environmental influences) to be impaired.

As previously stated, "impaired" means "to damage, or to make worse", so impaired social functioning would be "damaged or worsened social functioning", however, the following questions should be asked?

1) What constitutes more or less functional sociability, even if the person in question is not extrovert?

2) Can artificial situations which impose certain behaviors on a developing child be considered an accurate mirror of his natural potential for sociability?

3) Who can be considered to be truly impaired with regard to sociability, a child who living under normal trauma-free circumstances is unfriendly and withdrawn, or a child who is withdrawn because he is reacting as any normal child would to negative emotional experiences (such as loneliness, not being loved, not feeling valued, not being encouraged, etc.).

4) Can normal reactions to abnormal situations (being kidnapped from ones parents, being abused by strangers, not being loved or stimulated) be deemed as abnormal?

5) If a child who was once loving, happy, and friendly, is now withdrawn and sad, is not the defect in the situation which caused the change, rather than in the child, who was simply affected by the situation?

6) Can the retention of certain positive social behaviors, even when living through intensely negative experiences, be an indicator of a high potential for sociability?

7) Would others being in the same situation manifest similar behaviors?

Wencito was very friendly and was what can be called flirtatious with people prior to his abduction. He was confident and daring, now he appears to be unsure, and at times

withdrawn. This signals a defect with the environment and situations which have triggered such a change, rather than with the child himself, who is merely a victim of circumstance. Furthermore, if the evaluator states in her evaluation that Wencito made attempts to interact with her, how can she then arrive at the conclusion of "impaired social functioning" from those four sessions, or is she basing herself on those misleading slanders which Ana said about our boys on the forms given to us by DCYF on August 5th 2010 (see pages 22 and 183 of this report)?

We do not deny that Parent Alienation has taken place and that Wencito has been on many visits withdrawn (sometimes he interacts more with us on some visits than on other visits), however, we know that the reason is Ana's conditioning and that the fault lies in his current foster home, rather than with him.

The below video will show how our sons have been neglected by Ana, and how there are signs of conditioning/behavior modification in the visits.

In the video one will also observe how despite the traumatic circumstances which Wencito has gone through, he has still retained certain positive behaviors.

He sometimes has shared with Galileo, and he is very creative (even with the poor stimulus he now experiences).

<http://picturepush.com/host?image=5222745>

We have carefully been documenting what goes on with our sons, and we are highly displeased at the poor quality of care which they are receiving, and at DCYF and CASEY's reluctance to allow us to somehow alleviate their obvious state of abandonment by providing them with vitamins, organic food products, and better looking clothing.

We for have been for four visits (Feb 17th to March 31st 2011) bringing multi-vitamins, clothing, and organic food products for them to take to daycare, but on March 31st 2011 we were told by Mr. Ehrhardt (the visit supervisor and social worker who wrote the letter included in this report) that we could no longer buy things for our sons to take with them to Ana's house. Such is the appalling extent of the civil rights violations which we have suffered.

However, we do not wish to delve too deeply on that outrageous situation, as this is meant to be a refutation of the false diagnoses assigned to Wencito and Galileo.

When the evaluator speaks on uncertain living situation, she perhaps does not realize that by doing DCYF's bidding she is being a contributor to the continuation of such uncertainty for Wencito. Ana and DCYF (and affiliated DCYF-controlled agencies) have created Wencito's lamentable state, as well as the negative consequences for Wencito which have arisen from such a state. There is something deeply shocking and immoral about those who intentionally inflict negative circumstances on a person using what they have inflicted to further victimize their victim, by penalizing the victim's normal reaction to detrimental situations which have no rational basis to exist in the first place.

"He should continue to have speech therapy" (page 6, Recommendation Section)

Wencito does not need speech therapy, for environmentally induced circumstances. There is nothing wrong with speech therapy when it is genuinely needed. However, it should be reserved for children who while living in stimulating, loving, trauma-free environments do show difficulties speaking which are not environmentally induced. As has been stated by us in the past, even if he would need speech therapy (which is not the case),any benefit

which could be obtained from such services would quickly be undone by the environment in which he is living at present, for he would not have the necessary stimulus to implement what he learns in an encouraging environment.

When Wencito was stolen from us, he could talk in short sentences when he wanted to, though he was not very talkative. However, for the age that he was at that time his linguistic abilities fell within the average range for a child of that age, though he was advanced in many other areas.

" Axis I (continuation) 315.9 Learning Disorder, Not otherwise specified"

The above "diagnosis" is simply outrageous! The evaluator claims that Wencito has a "learning disorder" but cannot state what the "disorder" supposedly is!

This is influential gibberish at its worst. Hence, the evaluator is solely depending on her influence and prestige as an evaluator, and on the fictitious aura of infallibility which she subtly invokes with her position and Ph.D, to convince the reader that Wencito has a learning disability which she cannot even name!

It is outrageous that a person who is giving what can be considered at best a shadowy analysis, devoid of all objectivity, and steeped in partiality, be allowed to stigmatize a gifted boy for life with false labels, merely because her erroneous opinions unfortunately carry a lot of weight in the eyes of those who prefer to be blinded by the often luminous-looking deceptions, that are brought about by the expectations which others assign to influence.

In other words, others think that if the evaluator has a Ph.D she can never be wrong, while the "idiot" parents with the low income (considerably lessened by Ana's actions) do not know what they are saying. Indeed, this evaluator seems to flaunt her credentials, which she feels entitles her to make erroneous statements of our victimized sons.

She should not even be giving her erroneous and forceful recommendations when she cannot even explain with exactitude what supposed disability our son has (of course our sons have no disabilities, only trauma and conditioning).

Galileo's Evaluation-

With regard to the diagnostic impressions from Galileo's evaluation, the reply in many instances is the same as with the results from Wencito's evaluation (though the diagnoses made on Wencito were way more numerous.

With regard to Galileo being placed in a language-based, language-rich academic environment, the reply is that same as under Wencito's diagnosis section (see pages 167-173 of this report).

We personally find it something of a bad joke that it is being recommended for him to be placed in an environment which exactly matches the environment from which he was stolen from three years ago. To be language-based there must be linguistic interaction, which means that the caretaker must want to interact with the child, a trait which is not that likely to be present in Ana's house.

No monolingual environment can be more language-rich than a multi-lingual home, and as for academic, well, that is the least accurate description of Ana's home, and even of the daycare that he is in, as we had to teach him to count up to six because at the age of three

he still had not been taught his numbers! As stated SO MANY times, because of Ana's personal motives, and DCYF's reluctance to be proven wrong, learning is the least thing that will be experienced by Galileo (or Wencito) while they to continue to abide at their current foster home, because the moment that they really start to be taught and to learn, the so-called "delays" will disappear into a puff of smoke as ephemeral in substance as these bogus diagnoses.

With regard to Galileo needing speech therapy, the reply is the same as when the same statement was said of Wencito (even though Wencito had more vocabulary at the time of removal) (see pages 193-194) .

Galileo needs authentic love and stimulation, not to be slapped with a speech impediment label. Speech therapy is for children who under normal, non-traumatic, stimulating circumstances experience real linguistic difficulties, even when they have all the necessary support for it not to occur, not for children whose so-called "speech impediment" is merely a normal result to not being exposed to the necessary stimulation and encouragement during those crucial developmental years, which are so undeniably necessary to learn and implement vocabulary when needed.

With Regard To The Test Results:

Now, we are not experts with regard to Binet scores, but according to research done we were able to obtain a graph which describes the classification of IQ scores. The Binet test IS an IQ test, so we assume that these values are more or less applicable to the Binet.

Qualitative Descriptions of IQ Scores		
Score	Classification	Percent Included in Theoretical Normal Curve
130 and above	Very Superior	2.2
120-129	Superior	6.7
110-119	High Average	16.1
90-109	Average	50.0
80-89	Low Average	16.1
70-79	Borderline	6.7
69 and below	Extremely Low	2.2

Galileo's evaluation gives a Composite Standard Age Score of 94. It does not indicate a Test Composite, as on Wencito's evaluation. Assuming that the 94 on Galileo's evaluation is considered the final score, that would be classified at the average level. Since the Composite Standard Age Scores compare the

child's test performance with that of other children the same age, it is safe to say that Galileo can easily be above average intelligence, as the other children whom he was being compared to had not gone through three years of trauma, abuse, neglect, and lack of stimulation.

If Galileo obtained this score while exposed to all these negative factors, he would have scored infinitely better if not exposed to them at all, and if he would have been somehow prepared for the exam, as most parents do. Why Galileo's evaluation, did not have a Test Composite Score, we do not know. However we have spoken of the futility of administering this test to such a small child (pages 82-83), and deep down inside the psychologist must have known that such early testing is usually not recommended, even with kids living under the most wholesome and advantageous circumstances.

But, then again the test had to be done, because of its importance in serving as a precedent for future labeling.

Wencito had several Composite Standard Age Scores, and a Test Composite Score of 77.

This being the final score, it would be considered according to the values seen in the graph on page 197, to be borderline, or let us say, slightly below low average.

We know of course that Wencito is far from

According to the administration guide, some problems exist when the SB4 is used with children at age 2. Zero scores occur frequently, especially on novel tasks. This frequency of zero scores makes it impossible for the SB4 to discriminate adequately among the lowest-scoring 10%–15% of 2-year-olds. Zero scores also occur at age 3, though they are less frequent. The SB4 cannot discriminate among the lowest-scoring 2% of 3-year-olds. This information should be taken into consideration when one is selecting a test for a 2- or 3-year-old, especial-

being slightly below low average when it comes to intelligence, and so we can only say with the expected anger that is the inevitable norm at witnessing such a savage distortion of a child's true potential, especially when one knows how highly intelligent this victimized child really is, that we denounce these test results for what they are, the nimbly manipulated conclusion of maliciously orchestrated circumstances.

Wencito has been more targeted than Galileo for conditioning precisely because he knew so much at the time of removal, and required more behavior modification to undo his love of learning. Galileo was a small baby who was just beginning to learn, so he did not require much conditioning, only to be kept ignorant (from Ana's viewpoint).

The test difficulty is according to age, so of course Wencito was exposed to more subtests of perhaps greater difficulty than Galileo was. Given how Ana has targeted him for more conditioning, and the impact that this whole situation has had on him, along with the current lack of stimulation, Wencito was just not prepared on any level to be able to cope effectively with this test, and the grave environmental disadvantages which have impeded

him from coping, as he otherwise would have done under more beneficial circumstances, should not be interpreted as an accurate assessment of his REAL abilities, especially when that assessment is obtained by comparing him to other children who have had advantages prior to testing which Wencito has not had (see pages 13-15).

We know that Wencito is above average intelligence, and if he were placed in an environment where he is loved, fed nutritious organic food, and encouraged and stimulated, that would quickly become apparent.

**With Regard To These Evaluations And The "Recommendation" Of A Parent-Child
Evaluation And Individual Evaluations For Us:**

The "recommendation" (made by DCYF and their obliging appointed psychologist) that we submit ourselves to Parent-Child "Evaluations" as well as to individual "evaluations" seems to have behind it the forceful aura of a loaded cannon. Recommendations are such precisely because they leave a degree of autonomy within the minds of those who hear them. In other words, recommendations are not obligatory. Even here, these dishonest evaluations seek to sweeten up what they know is something too bitter for anyone who values their dignity to swallow.

This "recommendation" is more like a sugar-coated threat, which has been even used as a form of blackmail by denying us more visit time with our sons, as well as the chance to teach them in study sessions.

We have already a year ago, written a well detailed letter listing valid reasons why we refuse to submit ourselves to these rigged procedures.

The letter can be found at the link below:

<http://www.archive.org/details/LetterProtestingRefusingToSubmitOurselvesToDcyfOrderevaluation>

We understand that DCYF illegally got involved in a sham case in which they had no business getting involved in, that they have violated laws, obstructed justice, trampled ALL of our civil rights, and they know that they really have no case. That is why this has been prolonged for so long while they continue their witch hunt seeking ANYTHING that they can latch on to (even if its not related to childcare) and twist, or misrepresent to make a "case".

Just about anything is fair game when there is an intense need to fabricate something. They have influence and money, we do not, so they can make their lies have some major impact. They need these evaluations to fabricate their own weapons against us, just as they are using the evaluation results which they fabricated of our sons to prolong this insanity with their fake "Special Needs trial".

These evaluations are apparently methodical "analysis" applied toward the pre-planned confirmation of methodically-created circumstances. Unfortunately, the consistent methodology used by both those who are engineering the artificial situations, and those who are all too willingly confirming them, is merely an organized and systematic approach to propagating deceit in a concealed fashion.

Even the original intention of doing a Parent-Child Evaluation (mentioned in the "Reason For Referral Section" Page 1), which was thwarted by our reluctance to participate in such a well-schemed sham, is ludicrous. For the supposed purpose of such an evaluation is to see how our children interact with us.

If our small children have been separated from us for a LONG time, see us only for one hour every two weeks, and have undoubtedly been subjected to long-term conditioning, it does not take a great sage to see how that would affect their interaction with us, as well as our ability to interact with them as we did before this lunacy began.

To expect accurate results from such a venture only serves to confirm the delusional mentality of those who refuse to acknowledge that any Parent Alienation has taken place!

Would we have committed the folly of submitting to such obviously rigged proceedings, basing ourselves on past experience, and on an accurate understanding of the motives involved in the creation of this situation, we believe that the following, in all likelihood, would have occurred.

1) Our sons (especially the eldest, Wencito) would have been conditioned prior to the evaluation sessions so that they would not interact with us in a healthy fashion, just as they undoubtedly were conditioned for their own evaluation sessions, and just as they have appeared to be conditioned (especially the eldest) on some of their visits with us.

2) The children's conditioned reaction towards us would then be twisted as supposed "proof" of them having "social problems".

3) If we would have felt discouraged at their unwillingness to interact with us, and would have lessened our efforts to interact with them, we would have been diagnosed as unloving or distant parents.

4) If we would have insisted on them interacting with us, and would have been persistent with our effort so interact with them, we would have been diagnosed as being overbearing parents who "overwhelm" their children.

So anyway one looks at it, all the circumstances have been carefully engineered so as to result in an "analytical conclusion" that can only prove detrimental to the recognition of what the actual reality is, as well as to our family unity, by inevitably promoting unfavorable and untrue statements of all of us, which would then be used to justify the crimes committed against our family, and to prolong an unjust situation.

Such are the labyrinth-like maneuvers of those who commit injustices and work tirelessly to conceal them, while continuing their expansion in the lives of the victims.

A carefully planned and elaborate web of deceit and fraud, of astounding proportions, which is solely sustained by the unquestionable influence of those who aid in its expansion. It is this influence which has deemed it necessary to bypass laws and legal procedures that would threaten the ability of this very web of deceit and fraud to thrive.

Due to influence, and the immoral willingness of several to eagerly acquiesce (for monetary gain or for other reasons), due process has been brushed aside along with ALL of our civil rights. It had been told to us by more than one person, that what has occurred to us resembles the script of a movie, an irony to which we must unhappily agree.

The rights which have been violated in our case have been highlighted in yellow.

The Universal Declaration of Human Rights

Issued by the United Nations, December 10, 1948

1. All human beings are born free and equal in dignity and rights.
3. Everyone has the right to life, liberty, and security of person.
4. No one shall be held in slavery or servitude . . .
5. No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.
7. All are equal before the law and are entitled without any discrimination to equal protection of the law.
11. Everyone charged with a penal offense has the right to be presumed innocent until proved guilty . . .
13. Everyone has the right to freedom of movement . . .
16. Men and women . . . are entitled to equal rights as to marriage, during marriage and at its dissolution . . .
17. Everyone has the right to own property . . .
18. Everyone has the right to freedom of thought, conscience and religion . . .
19. Everyone has the right to freedom of opinion and expression . . .
20. Everyone has the right to freedom of peaceful assembly and association.
21. The will of the people . . . shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage . . .
23. Everyone has the right to work . . .
25. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood . . .
26. Everyone has the right to education . . .

COPIES OF DOCUMENTS TO ACCOMPANY REPORT

(Compare documents in this section with info on pages 22-34 of report)

Title 18, U.S.C., Section 242 (Constitutional Laws which have been violated in our case) Deprivation of Rights Under Color of Law

Laws: Cases and Codes : U.S. Code : Title 18 : Section 242

This statute makes it a crime for any person acting under color of law, statute, ordinance, regulation, or custom to willfully deprive or cause to be deprived from any person those rights, privileges, or immunities secured or protected by the Constitution and laws of the U.S.

This law further prohibits a person acting under color of law, statute, ordinance, regulation or custom to willfully subject or cause to be subjected any person to different punishments, pains, or penalties, than those prescribed for punishment of citizens on account of such person being an alien or by reason of his/her color or race.

Acts under "color of any law" include acts not only done by federal, state, or local officials within the bounds or limits of their lawful authority, but also acts done without and beyond the bounds of their lawful authority; provided that, in order for unlawful acts of any official to be done under "color of any law," the unlawful acts must be done while such official is purporting or pretending to act in the performance of his/her official duties. This definition includes, in addition to law enforcement officials, individuals such as Mayors, Council persons, Judges, Nursing Home Proprietors, Security Guards, etc., persons who are bound by laws, statutes ordinances, or customs.

Punishment varies from a fine or imprisonment of up to one year, or both, and if bodily injury results or if such acts include the use, attempted use, or threatened use of a dangerous weapon, explosives, or fire shall be fined or imprisoned up to ten years or both, and if death results, or if such acts include kidnapping or an attempt to kidnap, aggravated sexual abuse or an attempt to commit aggravated sexual abuse, or an attempt to kill, shall be fined under this title, or imprisoned for any term of years or for life, or both, or **may be sentenced to death.**

Title 18, U.S.C., Section 1001 Fraud and False Statements

- ♦ United States Code
 - ◊ TITLE 18 - CRIMES AND CRIMINAL PROCEDURE
 - PART I - CRIMES
 - CHAPTER 47 - FRAUD AND FALSE STATEMENTS

U.S. Code as of: 01/02/01

Section 1001. Statements or entries generally

(a) Except as otherwise provided in this section, whoever, in any matter within the jurisdiction of the executive, legislative, or judicial branch of the Government of the United States, knowingly and willfully -

(1) **falsifies, conceals, or covers up by any trick, scheme, or device a material fact;**

(2) **makes any materially false, fictitious, or fraudulent statement or representation; or**

(3) **makes or uses any false writing or document knowing the same to contain any materially false, fictitious, or fraudulent statement or entry;** shall be fined under this title or imprisoned not more than 5 years, or both.



STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS

Department of Children, Youth and Families
DIVISION OF CHILD PROTECTIVE SERVICES
101 Friendship Street
Providence, RI 02903

January 14, 2009

Ms. Cibeles J. Gonzalez
Apartado Postal 409
Zona 07300
Inca, Baleares España

Dear Ms. Gonzalez:

I am writing to you pursuant to our conversation relative to any involvement you have had with the Rhode Island Department of Children Youth and Families. Per our discussion, The Rhode Island Department of Children, Youth and Families has only had contact with you in December of 2006. At that time, allegations against you, relative to the care of your child were made to the Rhode Island Child Abuse Hot Line. As the result of those allegations, a DCYF Child Protective Investigator met with you, interviewed the child and any other sources of information. The investigator concluded that there was no evidence that you had abused or neglected your child. In accordance with RI General Law, that investigation will be automatically removed from the DCYF data base after three years. The investigation will be expunged on December 18, 2009.

If I can answer any additional questions, please feel free to contact me at 401-528-3573.

Sincerely,


Stephanie Terry
DCYF Assistant Director
Child Protective Services

ST/ml

Ana finally pulled off her wish of taking our kids away on Dec. 2008. The fact that both accusations (2006 & 2008) were on December is not a coincidence. Ana uses symbolic associations for her vengeful acts. She knows that December is when we celebrate Hanukkah, and that it is a holiday season in general, so the timing was chosen to intensify our suffering.

This letter proves that DCYF did not get involved until Ana Dickenson called the hotline on Mar. 2009 to arrange with Consul's help their (our boys) deportation.

We called DCYF from Spain in December 2008 (almost immediately after our sons were kidnapped) in order to obtain this letter proving that Ana Dickenson has falsely accused us before. In 2006 because there was an investigation nothing happened. We did not have the benefit of an investigation in 2008. I could have pressed charges against her in 2006, but did not. Had I done so, she would not have done what she did in 2008.

This report is stupid, false, and disgusting.

On March 23, 2009, it was reported to the Hotline that Cibeles and Wenceslao Gonzalez are the mother and father of four year old, Wences, and 23 month old, Galileo Gonzalez. They are in Spain where they went from Rhode Island, and while there, the children were removed by Spain Social Services. Cibeles is Jewish and has engaged in irrational behaviors that cause DCYF to question her mental health. She left a video in her Providence apartment stating why they left Rhode Island. The video was seen by FBI special terrorism task for agent Larry Reall. The video said President Bush is planning to put American Jewish people in concentration camps. It said all should get out of the United States or they will be killed. She said she and her family are going to Spain and will be given safe haven due to the unsafe conditions in the USA. Cibeles and Wenceslao left Rhode Island with no notice to the landlord, family, or the social security where they get their money from.

It was October 1, 2008, the family went to Spain. The children were seen and removed by Spain Social Services on December 19, 2008.

Due to the sudden departure of the family, other family members reported them missing to the authorities. When the authorities saw the video by Cibeles and Wenceslao, they called Spain and reported concerns for the children living with mentally unstable parents.

The Spanish Social Services Worker went to the home on 12-19-08. The children were found to be in a deep sleep with no response to being touched. They were wearing snow suits with hoods up, and their deep artificial sleep seemed to have been substance induced. The children appeared to be dark skinned. They were so dirty it took four baths before the children's skin was white. Both boys had intense sensitivity to light. They were in a dark room with the shutters all closed. The boys could not look at light and appeared to have been kept in a dark room all day every day. They had no contact with the outside world, no fresh air, no water, and inadequate hygiene. The boys were so dirty, the foreskin on both their penis' was stuck closed due to never being retracted and cleaned. Galileo, the younger child, still had an infected belly button from the umbilical cord never having been fully taken off. Both boys had an intense sensitivity to light.

The boys were both in diapers and had severe rashes and scarring, both only urinate at night in the diapers. Galileo had a big ring around his anus which was highly inflamed. When their clothes were taken off, they reacted violently and seemed to never have had their clothes off. The boys only were feed yogurt and were dehydrated and malnourished. They could not even drink water. If given any food, they would choke and throw it up. The teeth were never cared for and many will need to be pulled for they already have many cavities.

Both boys had no leg strength, and at first were thought to have physical conditions and the older boy, Wences was thought to have autism. The boys could not jump, walk up stairs or communicate with anyone. After three months in a foster home in Spain, they both are moving around and Wences is not autistic. All the behaviors were environmentally induced. The concern of being autistic was documented by the Spanish

This stupid and crazy report was given to us by one of our lawyers in November 2009 (a year after our boys were taken). In Spain we had not been told these insanities. Compare highlighted area to the document on the following page. To us this report is a masterpiece of insanity and stupidity.



RAZONAMIENTOS JURIDICOS

PRIMERO.- La solicitud de medidas cautelares que se analiza en la presente resolución tiene su fundamento en los artículos 721 y siguientes de la Ley de Enjuiciamiento Civil. En este mismo sentido, el artículo 728 apartados primero y segundo de la vigente Ley de Enjuiciamiento recoge los tradicionales requisitos jurisprudencialmente exigidos para la adopción de medidas cautelares como las promovidas por la parte demandante, "periculum in mora" i "fumus boni iuris".

Para centrar el debate en sus términos, conviene repasar los antecedentes fácticos de la "quaestio litis", recordando que los actores y sus dos citados hijos menores son de nacionalidad estadounidense, y que en fecha 18 de diciembre de 2008 el Instituto de Asuntos Sociales los declaró en situación de desamparo y acordó someterlos a tutela, acogiendo con ello los argumentos incluidos en la denuncia presentada ante la Administración demandada por el Consulado de los Estados Unidos de América en Palma de Mallorca. Los demandantes impugnaron dicha resolución ante este Juzgado, dando lugar a los autos número 234/2009.

El día 11 de mayo de 2009 el mismo Instituto dictó nueva resolución acordando el cese de la citada declaración de desamparo y disponiendo el archivo provisional de los expedientes. El motivo de esta decisión reside en que la Administración demandada recibió en abril de 2009 sendos escritos del "Rhode Island Department of Children, Youth and Families Office Legal Counsel", informando de la competencia y disposición de dicho organismo estadounidense para asumir la custodia de los menores. A continuación el Consulado de los Estados Unidos de América en Palma de Mallorca realizó las gestiones pertinentes para el traslado de aquéllos a su país de origen; traslado que ya ha sido llevado a efecto.

SEGUNDO.- Así las cosas, la demanda de medidas cautelares

Compare with previous bogus

Report from U.S. (previous page)

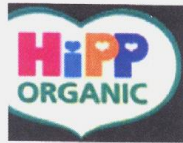
Looks like Ana was doing some hotline calling on Mar, 2009 Flashback of 2006 accusation.

Consul had constant contact with Ana. Consul took out the court order that was used to remove our boys without an investigation.

This document is from the Spanish courts. In the highlighted area the document states that the reason why the boys were deported was because in April of 2009 the Spanish Foster Care Agency (the Spanish equivalent of DCYF/CPS) received contacts from DCYF of Rhode Island requesting custody of the boys, even though the case was in the Spanish courts. The previous fraudulent document given to us here in the U.S. says that someone called the DCYF on March 23rd 2009 (Yep! You guessed it! Ana Dickenson).

Ana Dickenson arranged the boys deportation, now go to page 192 and click on the link to see our poor boys condition now (they were given to Ana).

ic

<http://www.hipp.co>

Products



Baby Milks

HiPP Organic is the only baby milk company in the UK that offers a range of organic baby milks with natural omega-3. To find out more about our range of milks, [click here!](#)



Baby Foods

HiPP Organic Baby Foods are suitable from the start of weaning to 3 years of age. This delicious range of nutritionally balanced organic baby foods include a variety of different products. To find out more about our baby food range, [click here!](#)



Snacks

HiPP Organic snacks are made from the highest quality organic ingredients that are GM free. They can be enjoyed by babies from 6 months onwards. To find out more about our snacks range, [click here!](#)



Drinks

HiPP Organic fruit juices are suitable from 4 months onwards and are free from added sugar. To find out more about our juices, [click here!](#)

Quick Find!

HiPP organic baby & toddler foods can also be given to three year olds (wencito's age at time of removal),

Organic food which was being given to boys before their abduction. We also were purchasing an organic Toddler Formula for them which can be seen on page 27.

19.10.2008

HIPP FRUITA	1,49 b
HIPP FRUITA	1,25 b
HIPP FRUCHT-	1,15 a
HIPP FRUITA	1,25 b
HIPP PASTANA	1,09 b
HIPP NABIUS	1,49 b
HIPP FRUITA	1,49 b
HIPP PASTANA	1,09 b
HIPP FRUITA	1,49 b
HIPP FRUITA	1,49 b
2 x 1,35	
HIPP FRUITA	2,70 b
HIPP FRUITA	1,29 b
HIPP PLOTAN	1,25 b
2 x 1,09	
HIPP PASTANA	2,18 b
HIPP FRUITA	1,49 b
HIPP FRUITA	1,49 b
HIPP FRUITA	1,29 b
HIPP BR?QUIL	1,19 b
5 x 1,35	
HIPP FRUITA	1,29 b
HIPP BR?QUIL	1,19 b
x 1,35	
HIPP FRUITA	6,75 b
HIPP PLOTAN	1,25 b
HIPP BR?QUIL	1,19 b
IBTOTAL	35,35
ECTIVO	50,00
MBIO	14,65-
6% IVA de 0,99= 0,16 (= 1,15)	
7% IVA de 31,96= 2,24 (= 34,20)	

Gracias por su visita !
Tel. 971507108
901 caja 01 C 0111 20:00

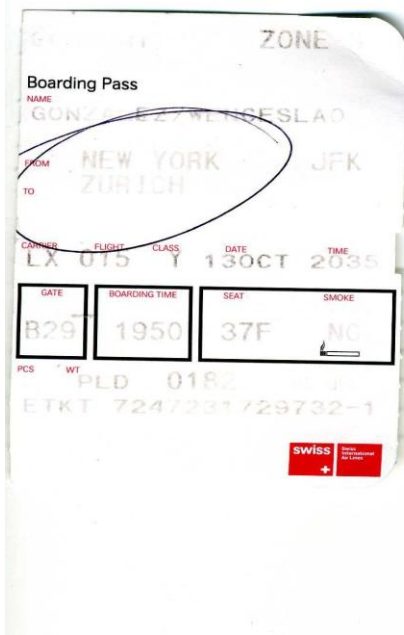
One of our
receipts of Hipp
organic baby &
toddler food
bought for our boys

EROSKI CENTER
INCA II
C/CARDENAL CISN. 19
C.I.F. B-95390761 C:6671
15-11-2008 18:51 001 01 2326

LECHE SEMIDESNATADA	0,99
ZUMO S/PULPA D.S. 1L	1,83
CEREALES EROSKI	1,90
AGUA F.LIVIANA 2 L	0,55
&BARRA 280 GRS. PRE	0,60
AGUA F.LIVIANA 2 L	0,55
TOTAL IVA INCLUIDO.	6,42
En Pesetas	1068
ENTREGADO EUROS ...	7,00
CAMBIO EUROS	0,58
IVA	
7,0% IVA DE 5,07	0,36
4,0% IVA DE 0,95	0,04

Supermarket
Receipt from Spain.
The boys had
Spring water
(Flouride-free)
for their
Organic Toddler
Formula (circled).

Receipts showing Hipp organic food purchased, and spring water (fluoride-free) which was bought to make their organic Toddler Formula.



When we left for Spain (compare with crazy document on page 205).

Banco Pastor

CIBELES JOLIVETTE GONZALEZ 000014
CARRER MIGUEL SERVET 19 PISO
3 B
07300 INCA-ILLES BALEARS 0598

We had a debit card, and a bank account. We called Social Security on Oct. 2008 to give them bank info. We had an account in U.S. Dollars and another one in Euros.

NUESTRAS OFICINAS ESTAN A SU ENTERA DISPOSICION PARA ACLARARLE CUALQUIER DUDA QUE PRECISE SOBRE ESTE TEMA.

Esta es su Tarjeta 4B - MasterCard

Importante

Para su seguridad le recomendamos que firme cuanto antes su nueva tarjeta.

Su número de identificación personal es secreto, sólo Ud. lo conoce, y por tanto nunca debe facilitarlo a persona alguna aunque invoque el nombre de Sistema **BANCO PASTOR**.

El número de identificación personal, sin el cual no es posible utilizar los cajeros automáticos, lo recibirá

Our money was cut off in Spain and did not arrive at our direct deposit account until December 2008 (and then it was only part of the money). It does not take two months for money to be sent electronically to a bank account when all the information was given in October 2008. Why would we have a bank account if we never planned to receive money as Ana and her friends have said? It does not make sense to have bank accounts in Euros and Dollars while never calling Social Security!

More of the Constitutional laws which have been violated in our bizarre wacky case.

Title 42 USC Section 1983

[Laws: Cases and Codes](#) : [U.S. Code](#) : [Title 42](#) : [Section 1983](#)

Sec. 1983. - Civil action for deprivation of rights

Every person who, under color of any statute, ordinance, regulation, custom, or usage, of any State or Territory or the District of Columbia, subjects, or causes to be subjected, any citizen of the United States or other person within the jurisdiction thereof to the deprivation of any rights, privileges, or immunities secured by the Constitution and laws, shall be liable to the party injured in an action at law, suit in equity, or other proper proceeding for redress, except that in any action brought against a judicial officer for an act or omission taken in such officer's judicial capacity, injunctive relief shall not be granted unless a declaratory decree was violated or declaratory relief was unavailable. For the purposes of this section, any Act of Congress applicable exclusively to the District of Columbia shall be considered to be a statute of the District of Columbia

 [Title 42 USC Section 1983 Information](#)

Our sons have been kidnapped from us, we do not feel that by saying this we are exaggerating. There was no investigation, and there has been a consistent obstruction of justice.

18 USC Sec. 1203

TITLE 18 - CRIMES AND CRIMINAL PROCEDURE

PART I - CRIMES

CHAPTER 55 - KIDNAPPING

[Laws: Cases and Codes](#) : [U.S. Code](#) : [Title 18](#) : [Section 1203](#)

STATUTE

(a) Except as provided in subsection (b) of this section, whoever, whether inside or outside the United States, **seizes or detains and threatens** to kill, to injure, **or to continue to detain another person in order to compel a third person** or a governmental organization **to do or abstain from doing any act as an explicit or implicit condition for the release of the person detained**, or attempts or conspires to do so, shall be punished by imprisonment for any term of years or for life and, **if the death of any person results, shall be punished by death or life imprisonment.**

EVALUATIONS DONE ON BOYS & LETTER TO DCYF



1268 Eddy Street
Providence, RI 02905
401 781 3669 TEL
800 499 7141
401 781 0945 FAX
www.caseyfamilyservices.org

Heather Fogg
R.I.-DCYF
650 Ten Rod Road
North Kingstown, RI 02852

Dear Heather:

I'm writing once again to update you, DCYF and the Family Court on Casey Family Services therapeutic involvement with Wenceslao and Galileo Gonzalez. Much has transpired since our June 23, 2010, letter. Ana, Tony and the three Dickenson daughters continue to provide the stability and support of a nurturing family. This is providing the necessary foundation for the boys to engage and explore with education and health-care professionals to determine their needs, learning styles and the most appropriate growth opportunities.

Wences and Leo participated in a six-week extended school year program at the Drum Rock Early Education Center in Warwick. They have moved to the Crayons day-care program, which will provide each boy with more individualized instruction and a broader range of educational and psychosocial learning opportunities.

In addition to the standard day-care program, Wences will be receiving supplemental individual services through the Cedars Kids Connect program. Both boys have IEPs and are attending class five days a week for three hours a day at Holliman School in Warwick.

Wences and Leo have completed a DCYF facilitated psychosocial assessment by Judith Lubiner, Ph.D., (clinical psychologist) and an occupational therapy sensory integration assessment by Patricia Zebrowski, M.S., through the Sargent Rehabilitation Center. A referral will be made through DCYF for a follow-up neurodevelopment assessment through the Hasbro Hospital Children's Neurodevelopment Center. Much has been and will continue to be done to determine the strengths, needs and most appropriate interventions to maximize the opportunities for remediation and long-term growth and success for Wences and Leo.

Both children now exhibit marked and measurable improvement in all spheres of function since being placed by DCYF with the Dickenson family (May 2009). Casey Family Services entered the Gonzalez' and Dickensons' lives in January 2010. At that time, Wences and Leo manifested symptoms associated with significant neglect and

James Gannaway
Division Director

Written on the same day
↓ of the kangaroo
Oct. 15, 2010 trial.

Since this agency knows what Ana has done to us in 2006 and 2008, this can be perceived as logically another immoral attempt to provoke one to indignation

without our authorization and against our will.

Pretty rhetoric to mask the fact that our eldest son forgot almost all that he knew and our youngest boy does not know the alphabet and cannot count

Anyone facilitated by DCYF is bound to be highly partial towards them.

What?!
Wences cannot write, sing, or count anymore (or at least he does not seem to want to).
and Galileo cannot count.

well, they did cause the removal and deportation.

This was over a year after they were taken from us, so who had caused the neglect?



This person (Ana) is trying to destroy any stability in our boys' lives by manipulating these agencies to wreck our marriage. Why so much dishonesty!

was extremely affectionate and appeared to be soothed momentarily by being picked up and hugged. He was totally indiscriminate in going to and with adults with whom he had no previous contact or relations. His lack of age appropriate-attachments and fear were alarming and a clear risk factor for potential abuse. In many ways, Leo looked to be in better shape than Wences because of his charming and affectionate presentation. In reality, both were exhibiting extreme responses to traumatic life events.

we used to hug and kiss them all the time, and they used to like to be hugged, however we greatly doubt that in their present environment this is the case.

↓ This is either a joke or denial.

↑ brought about by whom?

Living in a stable nurturing family, being enrolled in day-care programs with other children, attending early intervention and pre-K classes as part of a structured learning strategy has gradually led to stabilization and growth for Wenceslao and Galileo. However, they continue to exhibit marked developmental delays. The most obvious for both boys is in the domain of speech and language. Each manifests significant problems with receptive and expressive language and articulation. Verbal communication is very challenging and frequently requires supplemental visual aids, physical supports or modeling. As we clinicians, educators and health-care providers develop a greater understanding of the underlying causes of the boys' developmental difficulties, more refined education and treatment approaches should help them even more.

← In other words keep them out of the house for most of the day!

If their personal files are anything

similar to these reports that we have receive one can only doubt their credibility

In reviewing the reports and anecdotal information in their personal files, major themes emerge. Most who come in contact with the boys, professionally or personally, are drawn to them and want to support them. They are physically attractive, project a sense of innocence and vulnerability and in their own ways look to adults for the supports they need. In spite of their histories, they are very trusting and are driven to learn and grow. There's consensus among caregivers and professionals that communication skills, especially receptive and expressive language, are a major developmental domain to focus on and a key to their success.

↓ Instead of viewing our sons as guinea pigs who constantly need to be observe why not view them as children who are reacting as any child would under those tragic circumstance which continue to persist.

Most observers also agree that psychomotor control, especially fine motor control, is another domain that needs attention. Both boys relate more comfortably with adults than peers, demonstrating that their psychosocial development and interpersonal relationships with children their age is another domain to emphasize.

This is not necessarily negative.

As our time observing, working with and formally assessing Wences's and Leo's strengths and challenges continues, we are getting closer to understanding their individual and collective needs. This helps us develop more effective approaches to engaging and supporting them to grow and thrive. Their overall level of function is delayed in relation to their peer groups, but they are making progress. The prognosis for continued remediation and growth is good. The boys have moved along a continuum from borderline failure to thrive through stabilization and are now thriving. They both have significant developmental ground to make up, but are making measurable progress with the current structure and supports surrounding them. Our thoughts and current opinions on some critical questions related to the boys are:

- There is growing evidence to believe that Wences is not autistic, but more work and observation needs to be done

Wencito was three when he was taken so he can appreciate better the change that has occurred, whereas Galileo was only one, Wencito was always a loving and happy child.

More than their parents do?

Precisely because of that innocence and vulnerability, and a parent's undeniable altruism when it comes to their own children, they should be with us.

- How can trauma be resolved by remaining in the unloving home of the person who caused the trauma?
- All evidence suggests that significant trauma response is slowly resolving in the context of a therapeutic, supporting, nurturing environment. But many regressive behaviors persist.
 - Prognosis is good for long-term improvement IF wraparound supports continue to be offered.

Prognosis is good for the long-term agenda of others.

We believe this year is a very critical one for everyone involved in Wences's and Galileo's lives. The stability and nurturing that the boys are receiving in all phases of their lives is greater than ever before. They appear to be on the threshold of some major developmental advances. Supporting the people and programs that are providing the stability, structure and stimulus for them to thrive is essential. Any major change or disruption would have a detrimental impact on the boys and inhibit their current rate of remediation and development.

Sincerely,

Robert Ehrhardt, M.A.

Robert Ehrhardt, M.A.

Social worker

Casey Family Services

They certainly have more people involved in their lives than ever before! However, the intentions of the people rather than the quantity determine the nurturing aspect of the situation.

These agencies are not experts on what happened prior to removal to make

Such a lofty statement. They only go by what our main accuser and false reports from Spain say.

If this is the case then why were they changed from a daycare which they had been in for some time? This is a play with words in an attempt to make the illogical seem logical. This is exactly what happened when our sons were removed from our home abruptly, abused for 2 1/2 months (or more) in Spain and afterwards deported to another country a day after they saw us! Now these agencies who have been the executor of all these MAJOR changes and disruptions call it a "disruption" to remove our sons from the home of the person who initiated those ^{real} disruptions (for sinister reasons) and return them to their parents who are the only ones who truly love them.

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Judith Lubiner PhD ABPP

Clinical Psychology

PSYCHOLOGICAL EVALUATION

Name: Gonzalez, Wenceslao Dates of Evaluation: August 5 & 26, between September 15 & 30, 2010 Sessions
 Date of Birth: January 6, 2005 Age: Five years - eight months
 Referral Source: Rhode Island Department of Children Youth and Families

REASON FOR REFERRAL

Wenceslao Gonzalez was referred for psychological evaluation by the Rhode Island Department of Children, Youth and Families (RI DCYF) to assist in treatment planning for this child.

who is heavily influenced by our main accuser.

DCYF's concern is to refute this possibility rather than to confirm it.

DCYF personnel originally contacted me to do psychological and parent-child evaluations of Mr. and Mrs. Gonzalez. When the parents and I were unable to make contact, the agency asked me to assess Wenceslao instead. One question concerns whether his current cognitive functioning represents a regression from previous functioning, and the other is a request for diagnostic impressions.

HISTORY

DCYF provided this history. Wenceslao currently lives with his adult half-sister, who is an older child from his father's first marriage, and her husband. His younger brother, Gallileo, lives with their sister, as do three nieces, all of whom are older than he.

Wenceslao was removed from his parents' care by Spanish authorities in December 2008, and placed with foster families in that country for five months. This is the report from DCYF: Spanish authorities went to the home in Spain, where they discovered that the children were kept in a dark room with closed shutters. They had no contact with the outside world and had no fresh air. Their skin was extraordinarily dirty. Wenceslao was still in diapers. He could not drink water, and, when he was given food, he would choke and throw up. He could not walk up stairs nor communicate verbally. After three months in a foster home in Spain, he could move around more normally. Because he was a citizen of the United States, authorities returned him to the U.S. in May 2009, when RI DCYF took custody and he was placed with his sister.

There was plenty of light for the social worker who came to read a list with the boys' names on it. How could people who came only once for a few minutes, know how they spent their day? There was no prior investigation.

Again no mention of the very well documented fact that she caused his removal.

Lies! He never liked water it does not mean that he could not eat or drink!

The sister called the DCYF hotline on Mar. 2009 to arrange the deportation, some truth for you

2730 South County Trail East Greenwich Rhode Island 02818 401 684 9895

401-885-9898

Judith Lubiner, Ph.D.

Oct 14 10 12:44p

WENCESLAO GONZALEZ

Psychological Evaluation

October 10, 2010

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MENTAL STATUS EXAM AND BEHAVIORAL OBSERVATIONS

Wenci came to three sessions accompanied by his DCYF worker and one with his worker from Casey Family Services. His younger brother, Gallileo also came to one appointment. He is a socially pleasant child with an engaging smile, who was echolalic; he repeated questions and statements. For instance, I asked, "How are you?" He repeated, "How old are you?" I asked, "What age are you?" He repeated that. Finally, I said, "Wenci, say, 'I am five.'" He said, "I am five," and held up his hand and made a movement to signal the number five. Later, he initiated speech on his own. When he wanted to know the name of a color, he held up a marker and asked, "What's this?" Then, he repeated the color when I said its name. At times, I spoke with the adult who brought him. Wenci occupied himself with toys in the room, making appropriate animal noises and using some speech.

I noticed that he walked on his toes, rather than putting down his whole foot. His posture was normal. He was initially resistant to my touch, but, as we got to know each other, he let me touch his arm.

He was unwilling to cooperate in some tasks, at first. I asked him to draw a "person" and he drew a room scene, with an "orange soda," in a black bottle, a table and chairs. Then, he asked me the color of the various objects he had drawn. After I had successfully named the colors, he rewarded me with a big smile.

I wanted to discover whether he knew the parts of the body, and took out a doll. I asked him to point out the facial features, which he did successfully, adding the color of the features. Then, because he had not complied with the unstructured request to draw a person, I asked him to draw the doll. Then, I asked him to tell me about the drawing. I asked, "What did you draw?" He said, "Pink," because the baby's shirt was pink. I asked, pointing to the shirt, "What is this?" Wenci gave a normal, not an echolalic, response and said, "It's the pink shirt." I also noted that he used the pronoun, "I," inconsistently, but, when he did use it, he used it correctly.

Once it was clear he could draw a human form, I asked him to draw himself, which he did, beginning with his feet. After that, he complied with subsequent requests to draw a house and a tree. In retrospect, I wonder whether his apparent lack of cooperation was the result of not knowing the meaning of the word, "person."

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WENCESLAO GONZALEZ

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Later in the interview, he said, "This is the line." Then he looked at me and asked, "What color is the line? What color is it?" I replied, "Green." He repeated, "Green."

Wenci frequently observed his work and commented, "Nice job!" He smiled and made eye contact. In the four visits, he was consistently cheerful.

COGNITIVE EVALUATION

I used the Stanford-Binet Intelligence Test and the Person-House-Tree test to evaluate Wenceslao's intellectual level.

His human figure drawing, of himself, was in the average range, with 100% of the expected features, using the Koppitz system, for five to six year old boys, including, hair, eyes, nose, mouth, head, torso, two elements of clothing, legs with knees and arms with fingers at the ends. Wenci's self-drawing looked happy and open, with its arms extended upward and a smile on its face. His house and tree contained basic expected elements, but were more barren than is typical for his age. His use of color was appropriate. Wenci also did some spontaneous drawings of objects that seemed to have pleasurable associations for him; as mentioned above, he drew a bottle of orange soda on a table. He also drew, on the table, an apple with a stem and a leaf. He added a tire swing to that picture. The tire was attached to a string, tied with a bow.

His Stanford-Binet results were scattered, ranging from the third to the eighty-eighth percentile. His strongest score was on the Bead Memory Subtest, a test of visual, short-term memory, in the eighty-eighth percentile. First, I showed him actual beads, and then, pictures of those beads, in various configurations. He did exceedingly well on this test. He also did well on the Digit Span subtest; his score was in the thirtieth percentile. Digit Span tested his ability to recall numbers, presented in a sequence. Wenci's score on rote memory tests was in the average range, at the ninety-fifth percentile.

His score on the Visual Reasoning area was at the fifth percentile, but this score does not show his relatively strong score on the Copying subtest, at the 27th percentile. His score on Copying, like Bead Memory and his drawing abilities, show that his visual copying abilities are largely in the average range or above. His abstract visual reasoning ability, measured by the Pattern Analysis subtest was in the seventh percentile.

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Wenci's counting abilities are at the 25th percentile, at the low end of the average range. Wenci's weakest abilities were in the verbal area, at the first percentile. Vocabulary was his lowest score, also at the first percentile. His deficit corresponds to the report in the record that he could not communicate verbally when Spanish authorities removed him from his parents in December 2008. His current Vocabulary score is comparable to that of an average three-year-old, which shows that the early delay persists.

The Comprehension subtest asks question about common objects and experiences, which the child must answer verbally. Wenci's score on this subtest was also low, at the third percentile, comparable to a two-year-old, and his ability to respond to the Absurdities was at the fifth percentile. Overall, Wenci's verbal abilities are his weakest.

According to the records, when he was retrieved from his parents' home in December 2008, Wenci was not communicating verbally. Ms. Fogg, the DCYF caseworker, asked me to address the possibility that Wenci's verbal deficits are a response to the separation from his parents. After spending several hours searching the American Psychological Association and other medical data bases, I was unable to find any data to suggest that persistent language delays and impairments result from losing parents, whether through removal by an agency or, worse, by death. On the other hand, the professional literature points to psychological and physical neglect as contributing to ongoing delays in language. When we compare the results of this evaluation with reports of his early life, it seems likely that the current observed deficits result from factors other than removal from his parents.

The literature is hopeful regarding the possibility that children who show cognitive delays secondary to neglect can have positive outcomes when placed in stimulating environments. Wenci is in a language-based classroom, which focuses on developing verbal skills. I found, in my interactions with him, that Wenci was eager to interact verbally with me. These suggest a good prognosis, in terms of language improvement.

PERSONALITY EVALUATION

My assessment of Wenci's personality is based upon my interactions with him and his drawings.

Wenci's language deficits can be the result of various psychological conditions. One question is, "Does he have an attachment disorder?" In my interactions with him, and

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my observations of his interactions with other adults, the child does not show strong signs of Reactive Attachment Disorder. Children with this problem are overly connected or overly disconnected from others, and they are sometimes aggressive and sometimes withdrawn from other children. Wenci's process of engagement with me was developmental appropriate; he was initially careful, but as we got to know each other, he became more open and friendly. Also, he was friendly with his brother in the one meeting that he and his brother attended together. He was appropriately dependent upon the adults who brought him to my office. I have not seen him in other settings, but, based on observations in my office, I did not find that he has Reactive Attachment Disorder.

His excellent short-term memory skills and normal activity level suggest that Attention Deficit/Hyperactivity Disorder is not a likely diagnosis.

A diagnosis of autism requires impairment in social interaction, which I did not observe in my interactions with him. He made good and appropriate eye contact and was sensitive to nonverbal and verbal social cues. He spontaneously shared his interests and achievements (drawings) with me, and seemed to anticipate my positive response. He showed that he had internalized other adults' messages to him, when he said, "Good job!" He engaged in imaginative, varied play in my office. One sign of autism is his delayed speech and another is his toe-walking. However, other experiences, beyond autism, can account for these problems.

In a child with his history, remediation may have a strikingly positive effect over time. For this reason, any diagnosis should be descriptive (e.g., language problem) rather than predictive (e.g., Autism). I observed an expressive language disorder, but did not assess his receptive language; hence, I am suggesting that we keep the possibility open that his language problems are both expressive and receptive. I also included "Learning Problem, Not Otherwise Specified," as another possible diagnosis. I did not assess his academic achievement in my screening assessment, but suspect, given his language delay, that his scholastic success is limited.

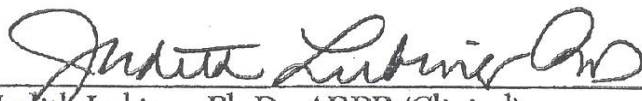
Regarding Axis III, I noted his unusual gait. I did not receive other information about his medical history. The psychosocial stressors mentioned in Axis IV include his uncertain living situation. Again, I do not have much information about other current stressors.

DIAGNOSIS

Axis I: 315.31 Expressive Language Disorder
R/O 315.32 Mixed Receptive-Expressive Language Disorder
315.9 Learning Disorder, Not Otherwise Specified
Axis II: 799.90 Diagnosis deferred on Axis II
Axis III: Gait abnormality (Toe-Walking)
Axis IV: Uncertainty of living situation
Axis V: 50 Impaired academic and social functioning

RECOMMENDATIONS

1. His unusual gait should be evaluated by a physician.
2. His unusual gait should be evaluated by a physical therapist.
3. He should continue to be placed in a language-based, language-rich academic environment.
4. He should continue to have speech therapy.
5. The parents should cooperate with the DCYF recommendation for psychological evaluations to assist with treatment planning.


Judith Lubiner, Ph.D., ABPP (Clinical)
Rhode Island Licensed Psychologist
Fellow, Academy of Clinical Psychology
American Board of Professional Psychology

October 10, 2010

APPENDIX

TESTS ADMINISTERED

Review of Records
 Clinical Interview
 Person-House-Tree
 Stanford-Binet Intelligence Scale Fourth Edition

RESULTS

Stanford-Binet Intelligence Scale Fourth Edition

Index	VERBAL REASONING	VISUAL REASONING	SHORT-TERM MEMORY	QUANTITATIVE REASONING
Subtest	Standard Age Score			Percentile
Vocabulary	39			13
Bead Memory			62	88
Pattern Analysis		35		7
Absurdities	34			5
Memory for Digits			46	34
Copying		44		27
Comprehension	31			3
Memory for Sentences			36	8
Quantitative				41
COMPOSITE STANDARD AGE SCORES	65			1
		76		5
			95	37
				82
TEST COMPOSITE	77			6

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Judith Lubiner PhD ABPP
Clinical Psychologist

PSYCHOLOGICAL EVALUATION

Name: Gonzalez, Galileo Dates of Evaluation: August 5 & September 1, 2010
Date of Birth: April 2, 2007 Age: Three years - five months
Referral Source: Rhode Island Department of Children Youth and Families

REASON FOR REFERRAL

Galileo Gonzalez was referred for psychological evaluation by the Rhode Island Department of Children, Youth and Families (RI DCYF) to assist in treatment planning for this child.

DCYF personnel originally contacted me to do psychological and parent-child evaluations of Mr. and Mrs. Gonzalez. When the parents and I were unable to make contact, the agency asked me to assess Galileo instead.

HISTORY

DCYF provided this history. Galileo currently lives with his adult half-sister, who is an older child from his father's first marriage, and her husband. His older brother, Wenceslao, lives with their sister, as do three nieces, all of whom are older than he.

Galileo was removed from his parents' care by Spanish authorities in December 2008, and placed with foster families in that country for five months. This is the report from DCYF: Spanish authorities went to the home in Spain, where they discovered that the children were kept in a dark room with closed shutters. They had no contact with the outside world and had no fresh air. Their skin was extraordinarily dirty. They were still in diapers. Because he was a citizen of the United States, authorities returned him to the U.S. in May 2009, when RI DCYF took custody, and he was placed with his sister.

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GALILEO GONZALEZ
Psychological Evaluation
October 10, 2010
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MENTAL STATUS EXAM AND BEHAVIORAL OBSERVATIONS

Leo came to two sessions accompanied by his DCYF worker. His older brother, Wenceslao also came to one appointment. He is a socially pleasant child with an engaging smile. His speech was unclear. He was cheerful and agreeable in both visits. His attention level was developmentally appropriate.

At times, I spoke with the adult who brought him. Leo occupied himself with toys in the room and drew "pictures," which were largely scribbles. He was able to identify the parts of the face and his limbs.

COGNITIVE EVALUATION

I used the Stanford-Binet Intelligence Test to evaluate Galileo's intellectual level. He did not complete all the age-level subtests, due to limited verbal ability and an error I made in administering one subtest.

His Stanford-Binet results were scattered, ranging from the seventh to the seventieth percentile. His strongest score was on the Vocabulary subtest, at the seventieth percentile. This is a positive sign. Vocabulary is the cognitive ability most strongly correlated with many intellectual skills, and suggests that Leo will be able to develop his cognitive abilities over the next several years. His score on the "Memory for Sentences" subtest was at the twenty-first percentile, in the Low Average range, which shows he is able to retain verbal information, a good classroom skill.

His scores on two other verbal tests, Absurdities and Comprehension, which both address common sense knowledge, were at the low end of the Average range.

Leo's weakest abilities were in the visual reasoning area, with Pattern Analysis at the seventh percentile. I was not certain that I conveyed the instructions well to him, and this score may not be an accurate assessment of his abilities.

PERSONALITY EVALUATION

I did not assess Leo's personality, beyond that he did not show any significant signs of psychological disturbance in my observations.

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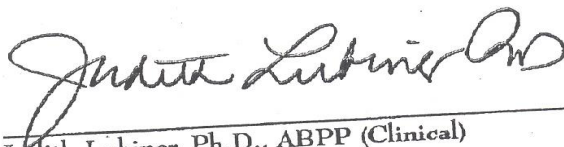
GALILEO GONZALEZ
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DIAGNOSTIC IMPRESSIONS

Because my evaluation was cursory, I did not form any diagnostic impressions.

RECOMMENDATIONS

1. He should remain in a language-based, language-rich academic environment.
2. He should continue to receive speech therapy.
3. The parents should cooperate with the DCYF recommendation for psychological evaluations, to assist with treatment planning.



Judith Lubiner, Ph.D., ABPP (Clinical)
Rhode Island Licensed Psychologist
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October 10, 2010

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Psychological Evaluation
October 10, 2010
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APPENDIX

TESTS ADMINISTERED

Review of Records
Clinical Interview
Stanford-Binet Intelligence Scale Fourth Edition (selected subtests)

RESULTS

Stanford-Binet Intelligence Scale Fourth Edition

Index	VERBAL REASONING	VISUAL REASONING	SHORT-TERM MEMORY
Subtest	Standard Age Score		PERCENTILES
Vocabulary	55		70
Pattern Analysis		35	7
Absurdities	43		25
Comprehension	44		27
Memory for Sentences			42
COMPOSITE STANDARD AGE SCORES	94		34